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ABSTRACT

Legal action opposing school segregation in St. Louis (Missouri) in the 1970s resulted in a plan to facilitate student transfer and transportation. The Parent Mentor Program was established to help parents acquire skills to work effectively with their children's schools. Through the program, parents are put in touch with other parents who are familiar with the school district and the voluntary student transfer program. This manual provides program details and guidance for parents. It comprises the following sections: (1) "Overview"; (2) "Purpose of Parent Mentor Program"; (3) "Description of Parent Mentor Program"; (4) "Know Your Child's School System," which discusses lines of communication, curriculum, discipline, attendance policies, rights of parents, and participation on boards; (5) "Effective Interaction with Your Child's School"; (6) "Your Child," which discusses parental involvement; (7) "Multicultural Environment"; (8) "Academic Issues," which discusses talented/gifted programs, remediation and tutoring, promotion/retention, testing, special education, and other opportunities; (9) "Transportation," which discusses information parents should know, summer school transportation, and extracurricular transportation; (10) "Resources Available to Parents"; (11) "Glossary of Terms Used by Schools"; and (12) "Appendix," which includes school district obligation by law, a settlement agreement summary, a school integration chronology, a list of family agencies, a discipline report, a publications list, and a transcript of "The Volunteer" newsletter for Spring 1989. (AF)

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OVERVIEW OF THE VOLUNTARY STUDENT TRANSFER PROGRAM

In 1972 a group of black parents spearheaded by Mrs. Minnie Liddell filed a suit against the St. Louis Board of Education alleging that the board had maintained separate schools for black and white students. The State of Missouri was later named as a defendant in the suit.

After a judgment against the St. Louis Board of Education and the State of Missouri and 11 years of legal proceedings, officials from all 23 county school districts, the St. Louis Board of Education and lawyers representing the Liddell plaintiffs and NAACP agreed to support a voluntary interdistrict plan. Judge William L. Hungate approved the Settlement Agreement under which county districts agreed to increase their black student populations by 15% to a maximum of 25% and the St. Louis Public Schools agreed to accept white students from predominantly white county school districts.

The Voluntary Interdistrict Coordinating Council was established to oversee the administration of the student transfer component of the plan. The governing body of the council is made up of one representative from every school district in the St. Louis metropolitan area, one representative from the Liddell plaintiffs, one representative from the NAACP and one representative from the Department of Elementary and Secondary Education.

The Coordinating Council receives student applications for county schools and for St. Louis magnet schools, processes these applications, sends them to the districts that the families select, and maintains all records on student transfers.

To date, over 13,000 students participate in the student transfer program.

PURPOSE OF PARENT MENTOR PROGRAM

The purpose of the Parent Mentor Program is to help parents acquire the skills they need to work effectively with their child's school. Through the program, parents are put in touch with other parents who are familiar with the school district and the voluntary student transfer program.

A major objective of the Parent Mentor Program is to encourage and help transfer and resident parents to become involved in their child's education at school and home.

DESCRIPTION OF THE PARENT MENTOR PROGRAM

The Parent Mentor Program is being offered for the first time during the 1989-90 school year. It is designed to help both transfer and resident parents work more effectively in their school setting.

The program is being developed by the VICC Parent Advisory Committee to help facilitate communication between the school and the home and to help make the multicultural school experience rewarding for all students.

Transfer and resident parents interested in working with a parent mentor will be assigned to a team of two mentors from their school district. The team will consist of an experienced and knowledgeable transfer parent and an experienced and knowledgeable resident parent. Mentors initially will hold two small group sessions with parents during the school year. These sessions will give parents the opportunity to learn more about the transfer program and how they can help their child adjust to his or her school setting.

Depending on the needs and interests of the various groups, the mentors may discuss academic issues related to the transfer program, how to work effectively with the school system, resources available to parents, the rights and responsibilities of parents, and the academic and social ramifications of the transfer program.

In addition to the two sessions, parents will be able to call upon their mentors whenever a concern arises or when they have a question related to the transfer program at their school.

KNOW YOUR CHILD'S SCHOOL SYSTEM

A parent who is informed is better equipped to assist the school in the education of his or her child. Misunderstandings can be minimized if parents and students are familiar with school rules and district policies and procedures.

Lines of Communication

Parents and schools must communicate, it is that simple. Both parties are interested in the education of the child. The more information parents can provide the teacher and the more information the teacher can provide the parent, the more open the lines of communications will be. For example, if your child is falling asleep in class, you need the teacher to inform you so that you can determine the reason in order to eliminate the problem. Or, if your child has recently undergone a traumatic experience, the teacher should be informed in the event that the child's classroom performance or behavior is affected.

Parents can take the initiative in establishing open lines of communication by going to the school to meet their child's new teacher at the beginning of the school year. Parents should ask the teacher any questions they have about classroom procedure. This is a good time to let the teacher know that you want to support his or her efforts at home and that you would appreciate being kept informed of your child's performance. Find out if there's any communication about your child's behavior and academic performance before the first report card.

Parents should attend all parent-teacher conferences and talk honestly and openly with the teacher about any concerns. Also, parents should make sure the school has a current address and telephone number on file along with the name of a person to contact in case of an emergency if the parents can't be reached.

Many schools use newsletters as a means of keeping parents informed. Parents should find out if their school publishes a newsletter and if so if the newsletter is mailed to their home or given to their child to bring home.

School personnel and parents should remember to show mutual respect to one another in their efforts to educate the child.

Curriculum

Schools are responsible for providing a sound education. Parents must be knowledgeable of the school's curriculum and course requirements for graduation. Parents should ask questions such as: "How are computers used in the various areas of instruction?" "What will be taught during the school year?" "How may I help support what you are doing in the classroom at home?"

If the parent intends to have the child continue in a post secondary program, then the parent must find out early what courses are the student will need from 8th grade on. The parent should ask a junior high or high school counselor to map out the curriculum for the student so that all necessary courses (such as three years of math, three years of science, etc.) are taken.

Parents should ask about the various educational resources available in the school system that may benefit their child.

Discipline

The area of discipline in the desegregated school system is of vital importance. In September of 1987, the U.S. District

Court ordered a study of disciplinary actions related to transfer students in the county school districts. (See Appendix for report) In the study, VICC found that during the 1986-87 school year, 10.8% of all transfer students were suspended at least once. The rate was highest for middle school students and lowest for elementary students.

More than one-third of the total suspensions of transfer students were the direct result of student fighting. 12.5% of suspensions were for insubordination and 9.3% were for disruptive behavior.

National research and data collected by the Office of Civil Rights (OCR) of the Department of Health, Education and Welfare indicate that the problem of higher suspension rates among black students is of national concern. It is not unique to the St. Louis desegregation program.

In response to the Excellence in Education Act, school districts developed codes that would account in detail for district responses to disciplinary infractions on the part of students.

It is extremely important that parents and students know exactly what the consequences are for a specific disciplinary infraction. For example, what a parent may define as a "simple prank," "harmless" or "horseplay" may warrant a two-day suspension, according to school policy. Parents and students must obtain school handbooks and become familiar with the school system's policies. If policies are unclear or difficult to understand, then parents must not hesitate to seek clarification. It is now law that schools use fair procedures with students and their parents in all serious disciplinary matters (this fair procedure is called due process.)

Attendance Policy

Attendance policies differ from one school district to another, but certain issues and policies are rather standard in school systems. All districts require that students be present for a specified number of school days during the year. School districts may call the statewide child abuse/neglect hot line for students who are absent excessively and who are by virtue of their age required to attend school. Parents should also be aware that excessive absenteeism could ultimately lead to a recommendation for retention, probation or failure of a course.

Rights of Parents

Parents have rights of their own and as guardians of their children. In 1924 the Supreme Court ruled that parents have the right to direct the education of their children, this right was reaffirmed in 1972. In 1969 the Court ruled that students do not shed their rights "to freedom of speech or expression" at the school, this law was expanded in 1975 to include due process rights when a student faces suspension or expulsion from school. In addition to Constitutional rights, parents and students have been granted a wide range of rights under state and federal law.

It is important that parents become knowledgeable about these rights and responsibilities so that they can be assertive in expressing their rights and those of their children. Parents should understand that often unlawful actions are the result of legal ignorance or misunderstanding.

Participation On Boards and Committees

There are times when a parent must be resourceful and pursue particular interests. A parent can do this by making acquaintances with other parents and asking how to get involved on certain committees and boards. Many times a parent must approach the school staff or an administrator with his or her ideas and suggestions and then say very simply "I would like to be on a committee or board to implement this idea or suggestion."

Transfer parents do not serve on the boards of education in the county districts where their children attend school because of Missouri laws which state that you must be a resident of a district to run for the school board in that district.

Transfer parents do have the rights, however, to attend county school board meetings and to speak about issues related to their child's education. They are encouraged to do so.

EFFECTIVE INTERACTION WITH YOUR CHILD'S SCHOOL

Each school district has a personality of its own. Parents should become familiar with that personality and its many traits. Parents who are most successful are those who know the system well, understand its policies and procedures and work within the guidelines of that system. It is fine to be persistent so long as school district procedures are followed.

Here are suggestions for parents interested in working effectively with their child's school.

1. Find out what the lines of communication are and work within them. Talk with other parents at the school, the principal and the child's teacher.
2. Visit the school and establish a relationship before there is a problem. (Parents who show up only when there is a problem run the risk of being considered a troublemaker.)
3. Attend the school's open house, PTO/PTA meetings and parent-teacher conferences to demonstrate your intent to be involved and your interest in the school. Show you are interested in both participating and contributing.
4. Be as specific as possible when you have a concern. Set a good example for your child by showing him or her how to handle a concern in an amicable manner so that a good working relationship can be maintained.
5. Document the facts surrounding the concern accurately.
6. Go to the school to discuss the issue. Begin with the teacher or with the person who was involved in that particular situation. You may want to report the incident to the assistant principal, coordinator, or counselor. Use the principal as a last resort.

7. Remember that most problems can be resolved if everyone gives a little and remains flexible.

8. Follow up on concerns that you and your child have to help get them resolved.

9. Compliment the school when things go well. Don't concentrate on the negative all the time.

10. Volunteer to serve on committees. This will give you important visibility and will help you get to know both school staff and other parents.

11. Find out what the expectations are for your child and for you as a parent.

12. Listen carefully when your child expresses a concern. Talk with the teacher about the concern, but be careful and get all of the facts before accusing anyone of anything. Remember that your child most likely has told you only part of the story.

HANDOUTS

25 Ways Parents Can Help With Reading

When children perceive printed letters as words, they begin to learn to read. At first, they read only a word or two—usually, words they have memorized. But as they gain experience, children add new words to their reading vocabulary and, by using the letters and sounds they already know, learn to figure out new words for themselves. Reading, however, is more than just saying words. Children also must attach meaning to words and sentences.

Some children learn to read easy words and sentences before they go to school. They may learn on their own by watching television or by looking at books and magazines. Most children, however, learn to read after they start school. A few learn to read in kindergarten. Most boys and girls learn to read in the first grade, and a few don't learn until later. Just as they learn to walk and talk at different ages, children learn to read at different ages. Because of this, children should not be "pressured" to learn to read before they are ready.

Reading is not a natural skill. It is something which must be learned, and learning to be a good reader takes time and practice. Children need time to gain the experiences which will give meaning to new words and new meaning to words they already know. It takes time to progress from reading simple rhymes and picture stories to more difficult material. It takes practice to develop and extend reading skills.

Parents can be especially helpful by **encouraging** their youngsters in reading. Learning to read can be more fun and more productive when parents share reading experiences with their children.

The ideas here are not listed in order of importance, but all of them are useful and easy to do. You may not want to use all of these suggestions, but select the ones you prefer or the ones that your children enjoy most. As you use these ideas, you will think of other activities, too.

This article is excerpted from a copyrighted brochure of the same title, originally published by the Department of Elementary and Secondary Education in 1978.

1. Remember that your child is an individual. Don't compare him with anyone else.

2. Read to your child. Take turns reading a page or portion in a book that he can read. Sometimes, read books to him that are too difficult for him to read by himself. This helps him add new words to his vocabulary.

3. Praise your child for his accomplishments. Don't make him feel "different," either because he can read before going to school or does not read immediately after beginning first grade.

4. Be a good listener. Don't try to do something else when your child comes to you with a question.

5. Visit your child's school. Ask the teacher how you can help your child at home. If your child is not in school, ask a kindergarten teacher what you can do at home to help prepare your child for school.

6. If you have a tape recorder, let your child use it to practice reading. Children like to hear themselves on tape.

7. Help your child with words he doesn't know by pronouncing them for him. Ask if the new word reminds him of another word he knows. Ask him what other word could replace the new word and still make sense.

8. Have your child read to you, if only for 10 minutes a day.

9. See that your child eats properly, gets enough rest and receives proper medical attention.

10. Have a family reading time—before or after a meal, before bedtime, or maybe on Sunday afternoons. Have all the children in your family who can read take turns choosing stories to read to the family, or have a parent read to the group.

11. Read and say Mother Goose rhymes together. Your child can "read" these from the pictures when the words are still too difficult. The jingles are catchy and easy to remember. Read other poetry, too. Young children react to the rhyme, rhythm and sound of poetry.

12. Buy or make games that give practice in reading, such as Junior Scrabble, Anagrams and others.

13. Play a guessing game such as, "I am thinking of ..." Describe a character, place or action, and see if the child can guess what you have in mind. This is a good game when riding in the car or waiting in line at the grocery store.

14. Have reading materials around the house—books, magazines, newspapers, advertising brochures, mail order catalogs, even seed catalogs. Obtain free material whenever and wherever you can.

15. Take your child to the public library. Get him a library card. Get one for yourself, if you don't already have one. Librarians can be very helpful in finding books for your child. You can help by telling them what books your child has read or liked, and the librarian can suggest other books that you can read to your son or daughter.

16. Take your child to the story hour at the library. Leave your child with the reading group and go to the reading room yourself. You may be amazed at the number of interesting magazines, for example, which are available there.

17. Ask your child to retell stories he has read or heard, with the important events in proper order. Don't interrupt him while he is talking. If he asks for help, tell him the next part of the story, but encourage him to try on his own. You may also take turns with him, with each of you telling a part of the story.

18. Read a book yourself while your child is reading his. Let him know you think reading is important. Children who see their parents and other adults reading will want to copy their behavior. Read items of interest aloud to the whole family. Handle books with care and respect.

19. Talk with your child about stories and books he has read or the family has read together. Recall the parts each of you liked. Ask him whether he thought a character in a story should have done what he did. Ask what else a character might have done. Mention words or phrases you remember that sounded the way they should for the story, such as the "trip-trapping" over the bridge in the story, "Three Billy Goats Gruff." Ask what words in the story are fun to say, such as nonsense words or jingles in folk tales. Talk about the "pictures" he imagines when reading.

20. Provide a quiet place for reading in your home.

21. Help your children start a library of their own. If you have books you enjoyed as a child, pass these on to your children when they are old enough to read them. Give books to your children as gifts for special occasions or as special surprises.

22. Subscribe to a magazine for children. The library has copies you can look at before you make your choice. Ask the librarian which are most popular with children the same age as your child. Getting a personal copy in the mail regularly is an added incentive for children to read.

23. Encourage your child to write about things he reads and to write stories of his own. Help him keep a simple diary. Reading provides the incentive and the model for writing.

24. Monitor your child's movie and television viewing. Select programs that are appropriate for his age and for his interests.

25. Take your children on trips or walking tours near your home. Point out things to notice. Call things by their proper names: plants, animals, food, clothing, furniture, buildings, types of vehicles. Point out the different things people do. Places to go include parks, shopping centers, farms, industries that have "open-house," museums and exhibitions, a river or lake front, a forest, flower gardens, sports events, a zoo, an airport, a theater, concerts, historical monuments and construction sites.

Ways Parents Can Help with Writing

Young children seem to have a desire to write before they have a desire to read. Given a piece of blank paper and crayons, small children will fill the page with letters, pictures and scribbles. Furthermore, they can often "read" the scribbles to an interested adult! Young children don't fear the blank page, and they don't ask the two biggest questions that older children ask when they are in school: *What shall I write about?* and *How long does the story have to be?*

Many teachers ascribe to the following statements:

What a child thinks about he can talk about.

What he can talk about can be expressed in writing, drawing or some other form.

Anything he writes he can read.

Thus, writing is one of the essential processes in human communication. Many students (and many adults!) fear writing, but parents can help prevent such fear from developing by encouraging young children to express themselves freely. Given the opportunity, most children will fill a page enthusiastically and share their work willingly.

There are many ways parents can encourage children's desire to write and promote writing skills—skills that will help develop efficient reading ability, too. Following are some activities for preschool children that parents can do at home.

1. Provide activities that help develop eye-hand coordination: stringing large, wooden beads on a shoestring; stringing elbow macaroni on twine; and putting puzzles together.

2. Provide play materials that help strengthen the fine muscles in the hands and fingers that are used for writing. Modeling clay and finger paint are good examples of playthings that help develop these muscles.

3. Provide paper in various sizes for your child. Some sheets should be large; some could be small. Provide as many sizes as you can. Plain white paper, lined yellow pages, cardboard from new shirts, index cards, personalized note paper, spiral-bound pads and tablets are some examples. Both unlined and lined paper are desirable.

4. Provide a variety of writing tools: crayons, large pencils, regular-sized pencils, felt-tip pens, ballpoint pens, finger paints, watercolors and tempera paints with brushes. Be sure to use washable, nontoxic pens and paints.

5. Help the child make signs for his room and labels for his possessions. Young children have a strong sense of ownership, so they enjoy making signs such as "Tammy's Room." Labeling objects within the room shows that there is a purpose for legible writing; it also serves as a reading activity by teaching the word names of objects.

6. Encourage your child to dictate stories about interesting events, pets, special occasions, etc. Write the story as your child dictates it, and then read it back.

7. Be a model writer for your child. Let him watch as you write lists, letters, and memoranda. Read aloud what you have written. Children need to view writing as necessary and desirable. Remember that they like to mimic what adults do.

8. Help your child make picture books. Let him find pictures in magazines to mount on paper. At first, pictures could be chosen at random and pasted to paper for the child to enjoy and share with the family. Then, the child could find pictures of animals, items of clothing or food, or pictures of red objects, and paste the related pictures on one page. A title could be written at the top of the page telling what is on the page. This helps the child to classify information—a prerequisite for organizing information for remembering.

Activities for the school-age child

9. Have a chalkboard available for the child. Writing on the chalkboard appeals to children and encourages large, legible writing. For the left-handed child, writing at the chalkboard helps prevent the tendency of lefthanded writers to twist the wrist to see what has just been written.

10. Provide a picture dictionary for the child in kindergarten through grade 2. By third grade, a regular dictionary is needed, and the older child (from grade 6) needs a thesaurus.

11. When you are writing letters to family members or friends, encourage the child to dictate or write a

section of the letter. If he dictates, copy his exact words and read them back to him. If he writes for himself, let him read aloud what he has written, if he chooses to do so. Children need to know that someone will read what they write and that "reading" is printed talk.

12. Establish a place in the house where the child can write undisturbed. This may be a desk or table with a smooth surface and good lighting.

13. Encourage the child's efforts by pointing out good things about his writing. Before the child can become fluent, he must overcome feelings of inability. Offer help with such things as spelling or letter formation when asked. Remember that writing ability develops slowly. The child must first master use of the tools of writing. Then, he must have a message to communicate; the desire to communicate it; and adequate mastery of the mechanics of writing and composing. The message and the desire to communicate it are as important as the ability to write, especially during early stages of writing.

14. Allow the child to use "inventive spelling"—to spell words the way he thinks they sound. Research indicates that use of inventive spelling does *not* interfere with learning to spell correctly and DOES enable the child to express himself before he learns to properly spell the words he wants to write. Another way to deal with spelling needs is to tell the child to write the first letter of the word he wants to use and then to leave a space so he can receive help with the spelling at a later time.

15. Help the child enlarge his oral vocabulary by reading good prose and poetry to him. Talk with him about what words mean. Discuss synonyms for overused words, such as *little, pretty* and *good.* Play games that use words, such as Scrabble and Boggle. Abundant experience in oral language (talking and expressing ideas) is more important in developing the ability to write than the writing itself.

16. Read good literature to your child. Well-written prose and poetry have unique styles, and the vocabulary and cadence are appealing to children.

17. Never use writing for punishment. Writing should be a constructive task. If the child is trying to resolve a problem, for example, writing it down can help him clarify the problem in his own mind and organize the steps for a solution. Copying pages from a book or writing "I will not run in the house," however, serve no educational purpose and only create dislike for writing.

18. Share the various kinds of writing that you do with the child. In addition to letters to family members, share such writing as letters of request, letters asking for information, letters of complaint, and thank you letters. Children need to be aware of the variety of adults' writing tasks

19. Let the child take dictation from you. Dictate the grocery list, a list of Saturday tasks to be done, or the menu for a special dinner.

20. Encourage your child to proofread his written work. Proofreading one's own handwritten work is not easy, but it is a task the child needs to learn. Encourage the child to proofread for more than mechanical errors, such as punctuation. Look for such things as: Do the sentences fit together to make a message that will be clearly understood by the reader? Do sentences fit together to make paragraphs? Is there smooth transition between paragraphs?

21. Help your child revise his written work. The process of revision is as important as a learning technique as the written product. Consider such things as: Is there a way to make this sentence more clear to the reader? Is this the most interesting way to say this? Is the beginning of the story likely to make the reader want to continue reading?

22. Display your child's written work for the family to enjoy. Putting the writing in a place where it can be read by all family members is motivation for future writing.

23. Encourage your child to keep a journal or diary. This can be a spiral notebook in which the child writes daily or whenever he chooses. It could be a scrapbook about a specific topic (such as a favorite sport or hobby), or it could be an account of interesting events in the child's life. Let the child read parts of the journal to you if he chooses. If portions are labeled "Private," respect the child's privacy.

24. Encourage your child to read extensively. Provide a quiet time during the evening when he can read to himself or to a family member. Help him get a library card from the public library, and encourage him to use the school library. Well-written materials provide models of rich language usage that the child can adopt and use in his own writing.

25. Talk with your child's teacher to learn about the writing tasks required at school. If children are writing complete sentences, for example, encourage your child to analyze the sentences he writes at home to see that they have a "subject" and "verb." Talk with your child's teacher about progress made in writing and ask for suggestions of ways that you can help at home.

26. Encourage your child to find a pen pal. Schools often have programs for children to write to their peers in other schools, states or countries. This provides a peer audience for your child's writing. The peer audience is likely to have similar interests and to be less critical than adult audiences. Children need to learn to communicate in writing to all ages and groups of society.

Ways Parents Can Help with Arithmetic

"How old are you?"

Every small child is asked that question frequently, and parents don't waste any time in teaching their toddlers to hold up two fingers and say, "Two!"

Many important concepts about numbers are taught just as informally as this in the home. Numbers play a vital role in our daily lives, and parents have many opportunities to help children develop understanding of the concepts that form the basis for competence in arithmetic.

Using numbers is a basic mental process involving symbols and abstract thought. Children begin using and applying number concepts long before they start school, and there are many things parents can do to help their children be more adept at using numbers. Small children have short attention spans, though, so don't make number-related activities with your children too complicated, too formal or too lengthy. The more you can use an element of play in your activities with children, the more effective their learning is apt to be.

Daily routines and spontaneous conversation provide constant possibilities for you to encourage your children's interest and confidence in using numbers. Following are a few suggestions for other ways you can help children develop readiness for mathematics.

1. Read and say counting rhymes with your child. "This Old Man" and "One, two, buckle my shoe" are examples of jingles that are catchy and easy to remember. The child will "count" from these rhymes before he knows the number concepts!

2. Read aloud to your child books which deal with number concepts. A few suggested titles are: *Sets and Numbers* by Irving Adler; *Millions of Cats* by Wanda Gag; *The Very Hungry Caterpillar* by Eric Carle; *Who Needs Holes?* by Sam Epstein; and *Weeple People* by Craig Gillespie. Your local librarian can suggest many other good books about numbers and basic mathematical concepts that are appropriate for different ages. When reading stories such as "Goldilocks and the Three Bears," discuss with your child the meaning of "biggest," "middle-sized" and "smallest."

3. Provide objects for your child to handle and play with, such as blocks, bottle caps and buttons. Help the child sort them into groups of 3, 5, 8, etc. Empty egg cartons can serve as "banks" for the groups of objects.

4. Choose a number of objects—12 buttons, for example. Help the child arrange them into as many different-sized rows and columns as possible. Talk about the number in each row, how many are left over, etc. Use the terms "more than," "less than" and "the same as" in referring to the sizes of the groups of objects.

5. Make a "number scrapbook" with one page for each numeral from 1 to 10. Write one number and draw pictures of the same number of objects on each page. On the first page, for example, write "1" and draw one circle; on the second page, write "2" and draw two squares, etc. Write the words "first," "second," "third," etc., on the appropriate pages. Help your child collect pictures that show various-sized groups of people and things from magazines and catalogs. Paste the pictures onto the appropriate pages in the scrapbook.

6. Help the child make a calendar or provide a calendar for him. Check off each day on the calendar; talk about the date, the day of the week, the number of days in a week, etc. "Count down" to special events (birthdays, holidays, trips to visit relatives, etc.) by checking off days on the calendar. Each day, talk about "how many days are left" until the event.

7. Let your child help with such household chores as setting the table. Discuss how many plates, forks, spoons, napkins, etc., will be needed for members of the family.

8. As you take your child on walks or trips in your neighborhood, point out and discuss the shapes of such objects as traffic signs, shapes of windows, etc. Use the terms "triangle," "rectangle," "square," etc.

9. Measure the child's height regularly. Keep a growth chart showing growth in inches and centimeters.

10. Help your child draw simple pictures using geometric shapes; for example, a snowman (three circles), a house (a square and a triangle), etc. Make the same pictures with cut-out shapes. Make mobiles with cardboard geometric cut-outs and string.

11. Play games like "Simon Says" to teach such concepts as "on," "above," "beside," "under," etc.

12. Provide an outdoor thermometer. Talk with the child about the temperature each day. Is it warmer or colder than yesterday? Keep a record of daily temperatures for a week to compare them. (The record could be kept as a bar or line graph.) When looking at pictures of various outdoor activities (swimming, ice skating, etc.), guess what the temperature might be.

13. Provide measuring tools (tape measures, rulers, measuring cups, bathroom scales, etc.) Let the child measure and weigh objects around the house. Encourage the child to estimate lengths and weights before the actual measuring is done.

14. Let the child be a "cook's assistant" and help measure liquid and dry ingredients for cooking. Talk about the importance of measuring accurately so the finished product is correct and "tastes good."

15. Call attention to the clock and note times for daily routines, such as bedtime, lunchtime, etc. Make a play clock, and let the child draw the hands of the clock at the correct time for lunch, a favorite television program, etc. Discuss time in different ways: *"This TV show is on for half an hour, or 30 minutes." "You can play outside for 20 minutes, until lunch is ready." "You sleep for eight hours each night."*

16. Divide apples or other fruits in "half" to share at snack time. Cut sandwiches into fourths.

17. Show your child different coins—penny, nickel, dime, quarter, etc. Ask which the child thinks would buy the most. Talk about how many pennies make a nickel, how many nickels make a dime, etc.

18. Give the child a weekly allowance. Help him start a savings account.

19. Celebrate "half birthdays." The honoree (child or parent) blows out half of a candle on half of a cake and is presented with "half presents" (fun, made-at-home gifts). This activity could also be used to illustrate one-fourth, one-third, etc.

20. Buy or make games that give practice with numbers and number patterns—dominoes, Racko, Bingo, tanagrams, etc.

21. Talk with the child about situations that involve addition or subtraction. For example: "There are four family members. We have 2 plates on the table. How many more do we need? 2 and 2 are 4."

22. Help the child set up a "grocery store" at home with objects such as cereal boxes and empty food cans or with pictures of products found in the grocery store. Put prices on the objects and let the child use play money to put the correct amount of money beside each picture.

23. Using the grocery store, play "shopper" and "checker." Help the child calculate the cost of purchases. Practice making change.

24. Encourage the child to solve problems, including those which may not involve numbers directly. It's important for children to learn, for example, that all problems are not as direct as "2 plus 2" and may involve several steps. Puzzles and riddles can make problem solving fun. Encourage the child to ask questions and gather information to be used in solving a problem. A good technique for older children is to write down their questions and to write down each step in solving a problem. This helps them use logic and organize their thinking.

25. Make sure the child sees how you use numbers in everyday life. Talk about situations that involve numbers, such as: writing checks and balancing the checkbook; ordering products from catalogs; measuring materials for craft projects; estimating the cost of family projects (planting a garden, carpeting a bedroom, etc.); and scheduling time for routine and special activities.

26. Visit the school. Talk with your child's teacher about how mathematics is taught and what concepts are emphasized at each age level. Ask for more suggestions that you can use to reinforce important skills and concepts at home.

40 WAYS TO HELP YOUR
YOUNGSTER ACHIEVE IN SCHOOL

by Ruth Duskin Feldman

How can parents encourage a youngster to study and learn? It's an extremely important question. Psychologists as well as educators caution that just because your child spends time on homework doesn't mean the time is *well* spent.

If you suspect that your youngster isn't giving his best, the problem probably is motivation. If effort is there but results don't follow, he may be lacking stud skills. Here are some excellent tips for youngsters from elementary through high school who need help in either area.

Hassle-free homework (well, almost)

1. Teach your child to organize. Breakfast or after dinner is an excellent occasion to discuss what needs to be done during the day or evening ahead. A calendar and prioritized list can make a jumble of assignments seem doable.

2. Find out what time of day your child does his best work, and adjust study time accordingly. Some kids concentrate better in the evening, others first thing in the morning.

3. Don't banish your child to his room to study alone. If he prefers, let him work in the same room with you, while you read a book or do chores.

4. Eliminate distractions whenever possible. Turn off the TV and stereo. Clear away clutter from the desktop, table, or whatever. Encourage your child to work on one assignment at a time.

5. Suggest that your child start on the toughest subject first, while his energy level is high. It's usually more successful than starting with an easy task.

6. Help your child set study goals. Ask him to study until he knows 15 spelling words, for example, or can locate five state capitals on a map. The ore specific the goals, the better.

7. It's a big mistake to do your child's homework for him. Take the extra time to explain how *he* can do it instead. That way he'll learn from both successes and mistakes.

Sticking with it

8. Teach your child how to talk to himself positively when concentration lags. Instead of, "I'll never finish this chapter", the thought might be, "Only 10 pages to go--I can make it".

9. Tell your child not to let obstacles become excuses to stop work. If your child gets stuck on a subtraction problem, tell him to skip it for the time being and go on to another problem.

10. Suggest a short (5- to 15-minute) activity break *before* your child tires of studying. Arm-wrestling or a walk outdoors will clear his head and help new learning sink in.

11. Show your child how to divide a big project into smaller, more easily tackled segments. For example, a report on the presidents can be broken down into sections on each president.

12. Encourage your child to respect deadlines--he'll have to cope with them throughout his life. Use rewards (not bribes) when appropriate. If he finishes on time, play a favorite game.

Making the most of reading time

13. Have your youngster preview material before he begins reading in earnest. Notice headings, introductions, summaries, review questions, and charts.

14. Encourage reading in small chunks, then asking questions about what's just been read ("How would my life have been different in frontier times?").

15. Teach your child to use the diagraming technique. Chart the main idea in a passage and supporting details as the hub and spokes of a wheel.

Learning shortcuts

16. Make your child aware of timesaving checks. For example, to catch obvious math errors such as misplaced decimal points, round out numbers and estimate the answer. Catch spelling errors by reading words in reverse.

17. Make it easier for your child to remember what he's learned by having him say it, hear it, and/or write it. A lesson can be recited, taped, and played during the night or the next morning. Answers to questions that might be asked can be written out before a test.

18. Teach your child to use memory tricks. Look together for ways to associate the unknown with the known. For instance, the initials of the Great Lakes (Huron, Ontario, Michigan, Erie, and Superior) spell **HOMES**.

19. In sequential subjects such as math, make sure your child masters one skill before going on to the next. If you see that mastery is weak, give the extra help necessary--before your child fails.

20. Help your child find out how he learns best. For example, sometimes a youngster who can't figure square roots on paper may be able to do it by actually measuring the sides of a table.

21. To avoid last-minute cramming for tests, encourage your youngster to review each day's notes that night. Review again two nights later, and a third time before the test.

Enriching experiences

22. Make it a point to discuss current events at the dinner table. Have a dictionary, globe or atlas, and encyclopedia handy for reference.

23. Develop listening skills at home that can help in the classroom. Here's one way: Have family members close their eyes for two minutes and then describe every sound they heard.

24. While solving puzzles or playing games, show your child how to use mental strategies, such as finding patterns, categorizing, guessing and checking and making charts.

25. Make your kitchen a learning laboratory. Have your child mentally picture steps in a recipe before doing them. Teach fractions to a young child with measuring spoons and cups, or cut a potato into halves, fourths, and so on.

26. Use the TV as a learning tool. Make TV programs a jumping-off point for further research. If your child enjoys a program on space travel, for instance, suggest a trip to the library to check out books on the topic.

27. Encourage your child's receptiveness to new experiences--it's a proven key to success. Try a novel restaurant, or visit an offbeat museum.

28. Make the most of family travel time. Do crossword puzzles. Play Twenty Questions. Make up stories to be continued by another family member. Count out-of-state license plates.

Motivation: Do's and don'ts

29. External motivators like genuine praise and constructive criticism are fine, but it's more important to encourage self-motivation. Help your child set *his own* standards--challenging, but not unattainable.

30. Relate school assignments to your child's interests. Suggest that your sports enthusiast do a report on Babe Ruth, your piano player on Chopin.

31. Let little imperfections go. Kids (and adults) who are overly afraid of making errors can't be creative.

32. Encourage activities that build self-esteem. For example, let your drum whiz join the school band even if grades aren't the best (as long as he's giving academics his all).

33. Give tangible recognition for accomplishment. Encourage your child to keep scrapbooks. Tack up drawings and compositions.

34. Applaud successes rather than belaboring failures. Look for improvement instead of zeroing in on the lowest grade on your youngster's report card.

35. Don't interrogate your child about what goes on at school as soon as he walks in the door--he's likely to regard it as an intrusion. Share something about your own day and wait for your youngster to follow suit.

36. Never offer bribes for better performance. Don't give extra allowance for a good report card, or withhold allowance for a poor one. It simply confuses th issue.

37. Don't threaten--the tactic seldom works. "If you don't pass, I'll ground you for a week" puts *you*, rather than your child, in control.

38. Don't take credit for your child's achievements. Instead of "I knew you could do it", say, "I'll bet you surprised yourself".

39. Don't constantly push your child to top his previous achievements. If success brings pressure, your youngster may find it easier to fail.

40. Don't call your child's questions "stupid"--show him how to find answers. People learn by questioning.

For further information

- *Learn How to Study, A Study Skill Program.* Order the book ($10) or four audio tapes ($7 each, $25 for the set) from Richard P. Gallagher, 401 Magee Avenue, Philadelphia, PA 19111.

- *Parents' Record of Educational Progress.* Information and progress checklists. Send $11 to Nancy Reckinger, PREP, 8679 Valley Flores Dr., Canoga Park, CA 91304.

- *Understanding and Influencing Student Motivation. Volume I: Assessment. Volume II: Treatment* by Linnus Pecaut. Send $7.95 per volume to Institute for Motivational Development, 2200 S. Main St., Lombard, IL 60148.

WAYS PARENTS CAN HELP

ARITHMETIC

1. Let your child help you

   Double-check your shopping list, shopping ads.
   Plan a grocery budget from the newspaper ads.
   Estimate your grocery bill by rounding out the cost of the items.
   Helping measure for a do-it-yourself project.
   Cook, follow recipes.
   Keep track of oil, gas, mileage, on trips.
   Plan the route on a road map.
   Check the temperature.
   Read the barometer.
   Help make out deposit slips.
   Check your canceled checks with you.
   Go over floor plans of a house or camp.
   Score in bowling.
   Figure golf scores, bowling averages, batting averages.

2. Give him numbers in his play time

   Puzzle books and dominos.
   Quick mental drills with number facts.
   Card games involving numbers: Go Fish, Rack-O, War.
   Brain teasers.

3. Keep a positive attitude toward math. You will solve nothing by telling him you hated fractions too.

4. Help him to see ways mathematics is used in the modern world

   Construction.
   Rockets, jets, space flight.
   Building roads and bridges.

5. Help him to understand big numbers

   How big is a million?
   How long would it take to count to a billion?
   How big would a pile of a million dimes be?

6. Let him work with money

   Play Monopoly.
   Make change for you from his bank.
   Help you with shopping.
   Spend her own money at the store.
   Keep track of his savings.

7. Use the clock

   Make him aware of a schedule.
   Have him tell you when it is 6:00 and time for dinner.
   Help with the baby's schedule.

(over)

Ways Parents Can Help - 2

READING

1. Make your house a house of books. If you are a TV bug rather than a reader, your child is apt to be one also.
2. Start with books that center around your child's interests.
3. Make an effort for both of you to choose library books often.
4. Give your child and yourself a special place and time for books.
5. Subscribe to a children's magazine.
6. Read recipes.
7. Teach your child to help you use the telephone book.
8. Teach your child the organization of the newspaper and read with him.
9. Read directions on food packages, projects, model planes. . .

HANDWRITING

1. Set a good example.
2. Give your child many opportunities to write - shopping lists, notes to relatives.
3. Have her make her own valentines, greetings cards, party invitations, thank you notes.
4. Comment on written papers. Praise legible and neat papers.
5. Have the child take time with you to proofread any finished writing.

HOMEWORK

1. Provide your child with a quiet place to study.
2. Help him to set a regular homework time each day.
3. Help him organize his work routine: clearly written assignments, a place to keep his work, a way to remember to bring it to school.

M. Bacon 9/86

Duplicate and distribute this important message to parents, teachers, administrators, students, and the general public. Attach copies to your newsletter, and feel free to add your organization's logo

Ten things that teachers wish parents would do

This information donated by. . .
THE BRIARPATCH, Pinedale, Arizona

"There are so many things that parents can do that will help their children in school and thus help teachers," says Mary Ann Motycka, a 15-year veteran of public school teaching, "but if I had to choose the ten that I would most like parents to do, they would be the following:

- provide the resources at home for reading and learning;
- set a good example;
- encourage children to try to do their best in school;
- emphasize academics;
- support the school's rules and goals;
- use pressure positively;
- call teachers more often and earlier if there is a problem;
- take responsibility as parents.
- view drinking by underage youth and excessive partying as a serious matter, not as a joke;
- be aware of what is going on in the school and become more involved in school activities."

To encourage reading and learning at home, parents should provide resources such as books, magazines, and newspapers. "Pick material that coincides with your children's interests," she adds. "If they like baseball, have sports magazines and books around. Be sure to buy newspapers and watch news on TV. While you should never use TV as a babysitter, there are lots of good resources that can come out of TV if parents are selective."

Parents should set a good example by reading themselves. "You don't have to read Shakespeare," says Motycka, who has taught English and remedial reading at the junior high, high school, and college level at schools in Illinois and Maryland and who is now on the faculty of Downers Grove High School in Downers Grove, Illinois. "But read the daily newspaper, magazines, and books. Children learn by example, and if they see their parents read they will be more likely to become readers."

Parents should encourage their children to try to do their best in school. "Show you are interested in their school activities," says Motycka. "Any time a child sees you are interested in what he or she is doing in school, that will provide the incentive to do better."

According to Motycka, parents should emphasize academics more. "It would encourage students so much if parents would just be more concerned about the academics—about what children are learning—rather than about whether they are popular or winning at tennis or prepared to get a good job when they graduate. The academics should be parents' first concern, but too often they aren't."

Parents should take care not to undermine school rules and discipline and goals, says Motycka. She advises that if you have questions about rules or about any disciplinary action involving your child, you should talk to the principal and teacher. "Although it is difficult, don't automatically take your child's side," says Motycka. "Try to understand and remember that the school is trying to act in the best interest of the child."

All schools must uphold certain rules and standards in order that students can learn, and parental support for those rules in very important. "Support can be as simple as refusing to provide your child with a fake excuse of illness just because the child wants to take a day off," she says.

Parental pressure can be positive or negative, and the effect of pressure depends greatly on the psychological make-up of the student. "However," says Motycka, "it seems to me that parental pressure or support for academic achievement is usually positive. From what I've seen in my teaching career, detrimental effects of parental pressure usually come from cocurricular areas—such as from sports or from pressure to be popular. I've rarely seen parental pressure for academics work against students, at least at the high school level."

Parents should contact teachers more often and earlier. According to Motycka, "It is unfortunate that teachers hear from parents we don't need to hear from—from the parents of our best students—but we rarely hear from those we need to. When the parents of students who are having problems finally call, it is usually too late. Thus if a student is having grade problems, the parents will wait to call until two weeks before the end of the grading period.

"When parents finally do call, too often they try to pressure the teacher or plead for the child," says Motycka. "Parents will say, 'If you will just do this one thing for Johnny and pass him, you'll change his whole life.' If the parents had called earlier, we could probably have worked out a plan together to help him, but special pleading at the last minute won't help," she says.

"Parents must take their proper responsibility as parents and be there when their children need them," says Motycka. Over the last 10 to 15 years so much has been expected of our schools that was previously considered to be parental responsibility. "This is wrong, I believe," says Motycka. "For example, *parents* should teach their children values, and *they* should instill discipline, not leave it up to the school. *Parents* must provide the foundations on which teachers can build.

"One area in particular where parents today need to take responsibility is in the matter of alcohol abuse. So many young people get alcohol from home. Others find that their parents condone the illegal use of alcohol. In fact, a lot of parents make a joke of their children's partying and drinking and staying out late. Too many parents who get very much concerned about drug abuse don't view alcohol abuse as a serious matter."

Finally, Motycka recommends that parents become more aware of what is going on in their children's school. "Find out what part you can play in the school. Become more actively involved in school organizations like the PTA. Be concerned about curriculum. Parental involvement makes the teachers' job easier and improves any school," says Motycka.

"These are the ten things I would put on my parental wish list," says Motycka. "With this help from my students' parents, I know I could do a better job as a teacher."

Report to Parents

Helping with Homework

Homework is a very important part of children's education. Teachers can present new material in the classroom, go over the main ideas and issues, show films and videotapes, illustrate by example, stimulate class discussion, and answer questions. But students must do their own learning. Like the rest of us, they tend to put off doing so until they feel they must. The moment of truth usually comes at home when they have to sit down with an assignment.

Some students dislike and even fear homework--primarily because they don't know how to study. You can help, for there are techniques for learning how to learn. You can help your young learners to develop them, and equally important, give encouragement and support.

Provide a quiet place to study. A desk in the bedroom is good, but the kitchen table will do. Be sure the light is adequate. Have a dictionary, paper, and pencils handy. Turn the TV down--or better, off.

Set a specific study hour. Be firm in establishing a nightly homework period, perhaps right after dinner. Children need to know you expect them to do homework at a regular time. Establish a habit.

However, do not make study time completely inflexible. You don't want your children to feel like prisoners to the homework schedule. The Wednesday night soccer game or Sunday picnic can be worked in. Make out a weekly study program and adjust study periods--maybe even double up on homework--in order to free-up time for your children to go out.

Concentrating: Children are more likely to settle down if you have them help you choose step-by-step learning goals that are not so tough as to be overwhelming. Together you might decide they should study until they can solve one math problem or tell you the main point in a paragraph. Then once you are both satisfied that the material has been understood, it is time to go on to the next goal.

Previewing material: The prospect of absorbing a 15-page textbook chapter on the Civil War can intimidate children who do not know how to approach such an assignment. Have them make a rough "map" of the chapter by reading the introduction, section heads, and summary. With the "map" as a general guide, have them look for main ideas. What were the major causes of the Civil War? Why did the South secede? Have them stop at the end of each section and test themselves on what they have read.

Taking notes can be a time-saver. No one can remember everything in a textbook or everything a teacher says. So it is a good idea to take notes. But how to decide on what is important to take notes on? Well, what the teacher has stressed in class is probably important. So are facts the textbook puts in CAPITAL LETTERS or italics.

Self-testing. Many children waste time going over material they already understand. Use the textbook or your children's notes to make up test questions for them. If they know most of the answers in one section but few in another, it is clear where more study is needed.

Discourage cramming. Studying should not be left until the night before a test. Cramming tends to increase anxiety, and anxiety interferes with the ability to comprehend. Real learning occurs when study is spaced over a period of days or weeks.

In reading through these suggestions, you may think they call for more of your time than you really want to spare. Particularly at first, working with your children on their homework does entail time. However, they will quickly learn how to set their own goals, preview material, take notes, devise self-tests, and so on. And you will have made an invaluable investment in their education and in their future.

National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091

Report to Parents

Parent-Teacher Conferences

"What did you do in school today?" you eagerly ask as your children return home. "Nothing," is many youngsters' standard response. So you sigh and remain hungry for information about whether the classroom is proving to be productive or a pain for your offspring.

But there is no need for you to remain in the dark. We are happy to arrange a parent-teacher conference, and place great value on these meetings with you. Such conferences offer an opportunity for you to find out how your children are getting along with their classmates, in which areas they excel and which may be giving them difficulty, and what you can do at home to build on their strengths and overcome weak spots.

From our perspective, the conference also has great value. Teachers are helped considerably by getting to know parents and by gaining from them information and insights that can enhance the children's classroom experiences. Simply linking an adult presence (that is, you) with the unique blend of curiosity, drive, and intelligence that make up each child's personality helps teachers form a more complete picture of that child.

Or perhaps a conference is needed to mediate a conflict. Whatever the reason for the meeting, an important thing to keep in mind is that we want most of all to help you, and to make your child's school experience a happy one. Following are some pointers that may make any parent-teacher conference productive and pleasant.

- Schedule your appointment in advance. If you have initiated the conference, it will be helpful if you give advance notice to teachers, particularly if test scores or past records must be unearthed. (The Family Educational Rights and Privacy Act of 1974 gives you the right to see all of your child's records.) If we call the meeting, we will do our best to schedule the conference when it is convenient for you.

- Be prepared. Before the meeting, jot down pros and cons of your child's school experiences. Bring this list with you, as a reminder of any experiences you want to call attention to. Also bring a list of questions and, perhaps, examples of work your child has done at home. You should leave the conference confident that you understand the school's programs and your child's performance in them. We would like you to view the conference as a time to educate us about your child's capabilities.

- Be candid. Tell teachers and principals what is going on at home, if you believe it bears on your child's behavior. It is now well known that periods both of gain and of family stress--a new job, remarriage, new baby, divorce, or serious illness--all significantly affect a child's behavior and school performance. Please be assured that whatever information you relate will be confidential.

- Focus on the instructional environment. Particularly at a meeting that has been called to try to end some unacceptable school behavior or poor academic performance, emotions are very likely to surface. The result may be to divert attention from the business at hand, which is to examine the child's performance in the classroom and determine how that performance can be improved or enhanced.

- Try to resolve any questions or issues with the teacher. Avoid escalating matters by involving higher authorities. The teacher has day-to-day responsibility for your child's progress, can best help you understand what the school is trying to accomplish, and perhaps at the same time, can help your child see that schooling is an important business.

Please remember that the school's primary goal is the education of all children. We want them to grow intellectually, socially, and emotionally; to learn, have fun, make friends, and follow the rules. The principal's door is always open. Your children's successes in school are our successes--and we are genuinely eager to talk to you about them.

National Association of Elementary School Principals, 1920 Association Drive, Reston, VA 22091

Does Your Home Encourage Learning?

Score two points for each statement that is "almost always true" of your home; score one point if it's "sometimes true"; score zero if it's "rarely or never true."

1. Everyone in my family has a household responsibility, at least one chore that must be done on time.
2. We have regular times for members of the family to eat, sleep, play, work and study.
3. Schoolwork and reading come before play, TV or even other work.
4. I praise my child for good schoolwork, sometimes in front of other people.
5. My child has a quiet place to study, a desk or table at which to work, and books, including a dictionary or other reference material.
6. Members of my family talk about hobbies, games, news, the books we're reading, and movies and TV programs we've seen.
7. The family visits museums, libraries, zoos, historical sites and other places of interest.
8. I encourage good speech habits, helping my child to use the correct words and phrases and to learn new ones.
9. At dinner, or some other daily occasion, our family talks about the day's events, with a chance for everyone to speak and be listened to.
10. I know my child's current teacher, what my child is doing in school and which learning materials are being used.
11. I expect quality work and good grades. I know my child's strengths and weaknesses and give encouragement and special help when they're needed.
12. I talk to my child about the future, about planning for high school and college, and about aiming for a high level of education and vocation.

If you scored ten or more, your home ranks in the top one-fourth in terms of the support and encouragement you give your child for school learning. If you scored six or lower, your home is in the bottom one-fourth. If you scored somewhere in-between, you're average in the support you give your child for school learning.

Tap that gold mine of learning opportunity in each child's home by knowing

HOW TO TURN HOMEWORK INTO HOME LEARNING

By Lawrence Dennis and Kevin Swick

Homework-the word has an unpleasant ring to it and the idea itself doesn't appear to hold up too well under close scrutiny. More often than not homework simply widens the already large gulf between the better and poorer students-the good ones don't need it and the poor ones won't do it. It often creates conflict in the home over learning and living priorities. It certainly does not develop good study habits, as the battle between television and concentration on a school assignment is usually lost by the latter.

We, therefore, suggest that homework, as generallv conceived, be eliminated from the school curriculum . . .and replaced by the alternative we call home learning.

The learning that we do at home is probably the most powerful learning any of us encounter throughout life. Used wisely, home learning could bring the strength of family experience to bear on the school's task of helping children become constructive individuals in a cooperative social setting.

What is home learning and how is it different from home work? The examples that follow may illustrate what we are talking about and provide you with some ideas that you might be able to implement in your classroom.

Communication. This is an important area for children to become involved with early. The home is a good place to begin such an investigation.

Have your students look at some of the non-verbal modes of communicating that are so abundant in a normal home. The children can discuss the topic in school before they go home and set up ways in which they will observe gestures, walking styles, silences, laughter and raised eyebrows as non-verbal happenings. If a student has a baby brother or sister, he can list ways in which the infant communicates. This could be followed up with a classroom study of ways families communicate. The children could depict their own family style of non-verbal communication and make comparative charts for the purposes of discussion. This could lead to work in creative dramatics and mime, and later to working other non-verbal modes communication, such as art and music.

Electricity. The children can begin this familiar unit by reading the electric meters at home. This is not any easy thing to do, so the teacher should send home a chart explaining how to take the readings and how the parents might help. The children can also take readings at school.

Food for thought and discussion: What is the difference between the reading on Monday and the readings on Friday? What, if any, is the difference between the cost of electricity at home and at school? Can we calculate the monthly electricity bill on the basis of the rates and our meter readings?

The children can list the ways in which electricity is used in their homes-they might further discriminate between indoor and outdoor usage. They can find out from the power company which appliances use much and which use little power. They can bring in small appliances which may have been scrapped at home-iron, toaster, old coffee pot, etc.-take them apart and try to figure out how they work.

It may be possible to have someone-a parent, a high school instructor-come to the class to talk about electrical appliances. Local power companies are usually happy to send someone to speak to the children and to answer their questions. They may also distribute pamphlets on safety hints which you can develop into areas of safety education and consumer education.

Environmental Service. Activities like collecting glass and paper for recycling, cleanup and plant-a-tree days and beautification weeks are extremely helpful in developing children's concept of service to the community and the environment. There are manv important community services in which the children can become involved. One grade 5 class we know of drew up and presented a brief at a city council meeting. The result was city action on an environmental problem which had been initiated, researched and lobbied for by the children.

Percentages and Decimals. How many children realize the myriad ways in which decimals and percentages are used in everyday affairs? Ask the children to bring to school as many examples of their use as they can find. Grocery store items abound in them, not only in a description of ingredients, but also in regard to price per pound. Suggest ways in which the parents-both parents can help the child find unusual examples of decimal use.

You will probably receive a vast array of cereal boxes, labels from cans, cuttings from newspapers and magazines, sports reports, grocery bills, old insurance premiums and sewing charts. From these you can branch off into discussions of baseball averages, gallons of gas per hundred miles in the family car, discount prices at store sales, etc.

Family History. History is not always taught as an exciting subject. But try starting with the child's own history and the unique history of his own family background. A blank family tree can be sent home for the parents to fill in. Later on, the children may want to sponsor an evening of family history at the school.

An extension of the family tree might be a sensitively conducted investigation into the ethnic backgrounds of the class. This can involve not only parents but grandparents who are always happy to relay family history. Set up a map of the world and stick flags on it to mark the national origins of class members.

The children can organize an international fair, with displavs of artifacts from different sources and other appropriate articles. Children who shared a common background can present national songs and dances. Others can help their mothers in preparing ethnic foods for the class to sample. Recipes can be duplicated.

Transportation. It is hard not only for adults but especially for children to grasp the exceedingly rapid rate of change in so many areas of our daily lives. Transportation is an instructive example. Have the children find out how their parents traveled to school what cars was like when they were small, what air travel was like.

Some parents may have crossed the ?????????????, a much more expensive mode of travel now than it was twenty years ago. Perhaps some parents and don't forget the grandparents and aunts and uncles have stories to tell or some old photo they would lend. The class could make a scrapbook or a wall-display.

Some travel thought-starters. What would you use to get from one place to another quickest? Which wav would you like to go the most? What unusual ways do vou like to travel-ice skates, stilts, unicycle? Look into the future. What do you think travel will be like in fifty years?

Occupational Education. You can initiate discussion about occupations. Some children may volunteer to find out what their parents do. They will know that their father is a builder, a lawyer, a clerk, possibly unemployed: That their mother is a secretary, a housewife; but, they will probably have only a very hazy idea as to what is involved in these occupations. Ask the children to bring to school some small item their parents use in connection with their job the rest of the clas might like to guess the occupations represented by such items as a brick, a paper clip, a rolling pin, a piece of chalk. Real communication between parents and children will be encouraged. Later in the year some of the parents can be asked to speak to the class on the job they will do and how they went about getting started in it.

These are just sample ideas-you have no doubt already thought up some that would be particularly suitable for your own class, your locality, and the time of the year. In order that the children may gain maximum benefit from these experiences, and through them both you and the parents as well, try as often as possible to let the parents know what you are doing, why you are doing it, and how they might be able to help.

Allow plenty of time for the children to bring things in, and be careful not to penalize the child who is finding it difficult to share with his parents or the child who comes from a troubled home.

It makes sense to give the children as much freedom of choice as possible so that they are not put in the position, even unwittingly, of exposing themselves to difficult or embarrassing situations. As a teacher you must be aware that not all children have the easy access to parents of the materials that middle-class homes accept as a matter of course.

YOUR CHILD

Most parents believe that they know their child. Sometimes it is difficult for parents to believe that their child did what the teacher said he or she did. It is helpful if parents understand a little about child development and the various characteristics of each of the stages of development.

A child's development process is affected by heredity and environment. Child rearing techniques play a key role in a child's development also. Parents should realize each of these factors contribute to making the child who he or she is. As parents who love their children and desire the best for them, they must avail themselves of every possible means to assist them in helping their children (workshops, classes, counseling, reading material and educational institutions.)

Parental Involvement

Research indicates that parental involvement is tied very closely to a student's academic and social success. Parents must support children in school by attending school programs, conferences and other events and showing a genuine interest in what their child is learning in school.

Parents must recognize that their decisions can have long-range effects on their child's life and should not make decisions haphazardly. Many decisions are of crucial importance to your child's future. For example, the parent is the person who must decide with the school district whether or not his or her child should be retained in his or her current grade level. Parents must be responsible and seek proper guidance in making educational decisions that will affect their child.

HANDOUTS

WHAT IS A POSITIVE SELF-CONCEPT?

A student with a positive self-concept may:

- Make friends easily
- Be cooperative and follow reasonable rules
- Be unafraid in a new situation because of a history of past successes when confronting new experiences
- Experiment eagerly with new materials
- Be largely responsible for controlling his/her own behavior and can, to some extent, predict future outcomes of his/her behavior
- Accept a challenge
- Be creative, imaginative, and have his/her own ideas.
- Show enthusiasm for new activities
- Be independent, needing only a minimum amount of help or direction from the teacher
- Talk freely and be eager to share his/her own experiences
- Be accepting of others
- Appear to be a happy person.

Characteristics of a student who has a poor self-image may reflect the opposite of characteristics listed above. This student may:

- Choose the same activity day after day
- Be reluctant to enter into new situations or try any new activity
- Be an isolate, cling only to one friend, or force himself on other friends
- Be reluctant to enter into activities that involve close physical contact
- Be possessive of objects
- Talk very little or talk only to the teacher
- Make excessive demands on the teacher's time
- Withdraw or be overly aggressive in behavior toward others
- React often with signs of frustration, perhaps characterized by tears or anger.

(over)

What is a Positive Self-Concept - 2

Sometimes a student shows signs of being aware of his/her identity as a separate individual. Behavior may reflect actions that seem to be an extension of a parent, sibling, or someone else. Such a student may:

- Rely heavily on others for direction
- Seldom show any initiative
- Do precisely as he/she is told, sometimes in what might be called robot fashion.
- Hesitate to do anything without asking permission to do so, even if rules have been defined that grant permission
- Seldom show enthusiasm or spontaneity
- Wait to be told what to do next
- Seldom make suggestions
- Value own opinion
- Need frequent approval.

What can you do, as a teacher, to encourage the development of a healthy self concept in each student?

- Give him/her a lot of verbal reinforcement and encouragement.
- Solicit the student's suggestions and try to incorporate them. Make him/her feel that the ideas are worthy and important.
- Give the student tasks which are interesting and challenging but within his/her range of ability so he/she can succeed and enjoy the feeling of accomplishment.
- Listen attentively. When he/she talks to you, get on his/her eye level, and give your undivided attention.
- Help the student feel that he/she is an important member of the group.
- Accept the things he/she does. Comment honestly and positively about something specific.
- Give opportunities to make choices and decisions (but not so many that he/she becomes confused or overwhelmed).
- Show the student your respect and consideration.
- Be patient with his/her actions and slow to judge.
- Value the student as a unique human being.

Remember that as a teacher you act as a model of behavior and the student's behavior is influenced by your example.

POINTS TO REMEMBER

Encouragement: Building Your Child's Confidence and Feelings of Worth

1. Encouragement is the process of focusing on your children's assets and strengths in order to build their self-confidence and feelings of worth.

2. Focus on what is good about the child or the situation. See the positive.

3. Accept your children as they are. Don't make your love and acceptance dependent on their behavior.

4. Have faith in your children so they can come to believe in themselves.

5. Let your children know their worth. Recognize improvement and effort, not just accomplishment.

6. Respect your children. It will lay the foundation of their self-respect.

7. Praise is reserved for things well done. It implies a spirit of competition. Encouragement is given for effort or improvement. It implies a spirit of cooperation.

8. The most powerful forces in human relationships are expectations. We can influence a person's behavior by changing our expectations of the person.

9. Lack of faith in children helps them to anticipate failure.

10. Standards that are too high invite failure and discouragement.

11. Avoid subtle encouragement of competition between brothers and sisters.

12. Avoid using discouraging words and actions.

13. Avoid tacking qualifiers to your words of encouragement. Don't "give with one hand and take away with the other."

14. The sounds of encouragement are words that build feelings of adequacy:

    "I like the way you handled that."

    "I know you can handle it."

    "I appreciate what you did."

    "It looks as if you worked very hard on that."

    "You're improving."

Be generous with them.

CHILDREN AND TELEVISION

By the time your children graduate from high school, they may have spent more hours in front of the television set than in the classroom. What are children watching during all these hours? Can so much television be harmful?

Eight of every ten network programs and nine of every ten cartoons contain violence. Overall rate of violent episodes is five per program, and twice that for cartoons.[1] Recent statistics indicate that the average child may witness some 13,000 murders, as well as countless other crimes such as muggings, robberies, torture and beatings, by the time he or she graduates from high school.[2]

Television also affects children's attitudes about race, sex,roles and what is appropiate conduct for children and adults. If men are usually, portrayed as brutal and superheroic and women as weak and conniving, children may see all men and women as having these characteristics.[3]

Television may affect a child's physical health as well. Program content is often mixed with a steady stream of advertisements for foods which may have little or no nutritional value. Children are led to believe that a certain product will help them gain friends or make them happy. Still another danger is that a child hooked on TV spends too much time "sitting"[4] and"watching" and not enough time "doing"and "participating".[5] Will the child continue to watch life from the sidelines as he or she grows older?

Parents must take responsibility for what their children watch. In evaluating television for your children, ask yourself if programs-

encourage worthwhile ideals, values and beliefs;
encourage good behavior;
present problems a child can understand, and show positive ways of resolving these problems;
present social issues appropriate for a child viewer;
separate fact from fantasy and advertisements from program content;
present sex and adult roles positively;
present racial groups positively;
present humor at a child's level;
have artistic qualities.

Most important, ask yourself, "Has my child seen enough television for the day?" It may be time to turn off the set and help your child find activities apart from television.[6]

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1. Gerbner, George: Impact, December, 13, 1976, p. 1
2. Editorial, Minnesota Medicine, November 1976
3. Today in Psychiatry 2:1, December 1976
4. Rothenberg, Michael B.: JAMA 234:1043, December 8, 1975
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Thirty Ways To Be An Inviting Parent

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The following are some practical suggestions that will help you develop an invitational approach to family living. These "Brass Tack" suggestions are presented for families in general. Some items may be suited for some parents more than others. Please choose the ones that fit your family and ignore the rest.

1. Be it ever so humble... There is no place like home! Look around your home. Is it inviting? Do you feel good when you walk in the front door? Granted there are many factors which influence one's home, such as finances, and location, but be creative. There are things you can do to brighten-up the place. Hang some pictures, get some living plants, and some paint, re-arrange decorations and furniture, make your home a place where your children and others want to come. Your home is an important part of the inviting family. Ask other family members to share in the planning and rearranging of "OUR home".

2. Open up. Invite friends to your house. Enjoy refreshments. Model for your children a warm, and friendly atmosphere. Encourage your children to have their friends visit. Provide refreshments for their friends. If you invite, so will your children!

3. Be available. As a leader in the family, be accessible to your children. Try not to shut them out when "you're too busy." If you work, let them know about your job, where it is, what you do, how to get in touch with you. Perhaps have them visit you one day. Share your interests and concerns with them.

4. Follow-up. If your child comes to you with a problem, or shares something of a personal nature, be sure to ask about it later. This can be done formally or informally, and takes little time. The important thing is to express your continued concern and genuine interest.

5. Demonstrate leadership. Show your children by your caring behavior that you care about them, and explain why you need to set guidelines and limits for their activities. Avoid "Because I said so!" It is important that you express to your children a belief that they have as much value in the family as you do. Every family member is of equal value and deserves equal respect.

6. Encourage participation. Invite family members to join in decision-making processes. Have family meetings to discuss family issues as well as to make plans for important events - the family vacation,

buying a car, painting the house, planning a weekend camping trip or sharing the chores of a family member who is ill. Also, invite suggestions from children about ways the family can improve.

7. Be a "phantom" invitor. Do some things unexpectedly and anonymously. Just for the heck of it! Put a note under your child's pillow at night saying, "I love being with you!" Buy a small inexpensive item or toy, for no reason except to surprise someone and show affection.

8. Touch your children. Sometimes, when your child is not expecting it (or demanding it,) give him or her a hug, a pat on the head, or a back scratch. Let them see that you notice them even when nothing special is happening.

9. Offer help. It isn't necessary to always wait for the child to ask for your help. Be observant. Offer to help when they aren't asking for it. If they reject your help, don't be offended. They need to develop independence too! However, they will remember that you offered!

10. Devote some special time to each child. Though you are responsible to all the children in the family, try to reach each child individually as well as in the family group. Set up some special time for each child. Plan a day, afternoon, or hour with that child to do something special. Do this on a weekly or monthly basis, whatever is convenient for your family. If children are given appropriate individual attention, they can more easily accept the fact that parents sometimes need to be by themselves.

11. Invite responsibility. Take the time to understand your child's development. That will help you realize what chores, tasks and responsibilities are appropriate for each age level. Even very young children can be involved in daily or weekly chores. Just be sure they have a reasonable chance of being successful at the chores they choose to do.

12. Be positive. Parenting is a very demanding and sometimes frustrating career. Often the pressures placed on parents help to fuel negative attitudes. It is important that parents, as leaders in the family, maintain positive attitudes. Constant criticism is destructive, whether it is of the children, your spouse, relatives, or things in general. The parent is in an ideal position to listen to criticisms, frustrations, and complaints of others with an understanding and sympathetic ear, and at the same time help family members find alternatives that can constructively deal with concerns. When the parent becomes a "complainer", it feeds the fire of discontent and can have a destructive influence on the total family.

13. Give "expert" advice sparingly. One of the basic tenents of Invitational Education is to recognize that every person has the potential to become more capable and self-supportive. For that reason parents should be reluctant to provide "ready" answers for all their children's problems and concerns.

To help children develop decision-making abilities let them seek their own alternatives and solutions. Be willing to risk that they may make mistakes. That is part of the developmental process. To always provide the "right" answer can be disinviting because such behavior infers a belief that the child is *not* capable of making appropriate decisions.

14. *Send positive notes or cards*. Put a note in Mary's Lunch box saying "Hope you enjoy the day!" Send them a greeting card *in the mail* on days *other* than holidays.

15. *Be a Booster*. Support your children's activities. Attend their athletic events, go to school plays, ask them about their teams, show them that you enjoy their involvement and interest in others!

16. *Celebrate life*. Birthdays, anniversaries, special holidays, and achievements should be given special notice. Every developmental accomplishment can be recognized in a small way. For some children a simple friendly gesture can make their whole day. So celebrate!!

17. *Support the school*. Teachers and principals have a most difficult task today. Let them know that you care about your child's education. Give praise for a job well done when they deserve it, and share your concerns and offer your help when problems and difficulties occur in the school or classroom. Active participation in the school and P.T.A. will demonstrate to your child the importance of school.

18. *Look ahead*. By continually inviting people, and by being accessible to your children, you will have the keen advantage of sensing when difficulties are approaching. This will enable you to be better prepared to offer help if and when it is needed. Even more important, it will allow you to use preventive strategies in the family to avoid oncoming problems.

19. *Say "no" slowly*. As a parent you cannot say "yes" to every request. There are times when you have the responsibility as the family leader to say "no". However, listen carefully to the child's request before you respond. Don't let your child have reason to say: "My father wouldn't even listen to me!" The failure to even consider a request, to hear a child, can hurt more than a negative response. Invite each child to express his or her request *fully* before you accept or reject it.

20. *Allow some Feuding*. In families it is normal for brothers and sisters to vie for the "most favored position." Conflicts sometimes arise and children try to get a parent to solve the problem and in effect "choose sides". Avoid playing the peacemaker. Say to the child who comes running to be rescued, "That sounds like a real problem. Let me know how you and your sister work it out". This says several things to the child. First, it says, "I am concerned about your situation". Second, "I feel sure that you are capable of solving this problem." Third, "I care very much, and I want to know how it turns out". If you choose to take this approach, *remember* you have made a commitment to find out how the conflict is resolved. Be sure to ask before the end of the day, "How did you make out with your problem, Johnny?"

21. Reach for the sky. One way to help your children develop self-confidence and a willingness to be successful is for you to take some risks. Set some goals and develop a plan of action to achieve those goals. While you want to avoid flashing your accomplishments in front of your children constantly, it is almost impossible for them to be energetic, achieving, and aspiring young people if their parents are merely "satisfied" or, worst yet, depressed about their own life's accomplishments.

22. Invite yourself. Being a parent is a physically and emotionally demanding responsibility. For this reason it is important that you "invite" yourself. Take time out to do good things for yourself. Give yourself credit for the things you accomplish, and beware of those who insist on disinviting others. A positive self-regard on the part of a parent is not an egotistical, selfish position, but rather an honest open appreciation of one's abilities and potential, as well as recognition of ones' present limitations.

23. Invite Action: Too often parents give directions to children that are best suited for "pet rocks". "Sit down!" "Don't run", "Quit whining", "Stop that yelling" are directions that could best be followed by a pet rock, or a dead person! Try to make your invitations as positive as possible. "Please walk", "Tell me in a quiet voice", "Thank you for staying at the table". Such directions are superior to simply telling your children what not to do.

24. Look for causes. The successful treatment of an injured player does not make football safe, so coaches work on the causes of injuries. So it is in parenting, where often the causes of problems are not family members. Sometimes it is the system of operation. For example, having dinner early (so Mom can get out of the kitchen) might mean that family members do not eat much. Rather than fussing at "thankless" children "who never eat their meals, but are in the refrigerator five minutes after dinner", it might help to have dinner a little later, when appetites are sharpened Changing systems and habits can sometimes eliminate the problem.

25. Share chores. There are many small tasks that even small children can do for parents. For example, emptying the trash, making beds, mowing the lawn, preparing dinner, washing dishes, dusting, shopping, and many other regularly scheduled tasks can involve children in the life of the family, give them a sense of belonging and make the life of parents a little more enjoyable as well.

26. Respect belongings. Always ask permission of your child before sharing something that belongs to that child. Too often parents forget that belongings are extremely important to that child. Loaning, sharing, or giving these belongings without permission can be very disinviting.

27. Praise gently. Praising your child in front of others should be done cautiously. Sometimes a private chat is the most appropriate time for praising some children.

28. Send some unconditional invitations. Often parents are guilty of sending invitations to their children that suggest we really doubt that they will be accepted. For example: "You can go with us if you really want to go", or "You are welcome, but we are getting up very early" suggest conditional inviting. Try unconditional invitations, such as "We want you to come", or "Of course you are welcome".

29. Share your person. Let your children know that you have many dimensions other than just "parent". Share anecdotes about your childhood and life experiences. Let your children know your personal feelings about books, movies, morals, or what the President said last night on T.V. Even share your moods. You'll be surprised at how thoughtful and caring children can be when you tell them that you have a headache and "please be gentle with me".

30. Live with a flourish. Avoid drabness, gain satisfaction from many sources, find ways to enrich your life. Take time to be alone, to enjoy stillness, to be at one with the spirit. Find some "down-time": visit a museum, a used bookstore, a local library, a travel agency (and load up with brochures). Bake some bread, take a nap, visit a flea market, take in a movie, brew a pot of tea, talk with a friend, go shopping, throw a party, plant a garden, ride a bike, jog a mile, call a relative! The main thing is to work to be an enthusiastic, open, caring, feeling, human being.

The above list of 30 suggestions only scratches the surface of the myriad ways we as parents can function to invite our children to the celebration of relatively boundless potential.

Some of the ideas in this article are taken from the book Inviting School Success by William W. Purkey, Wadsworth Publishing Company, Belmont, California, 1978.

The Role of the Parent:	You Are Very Important!
Consistently	support the behavior you ask your child to show.
Read	to your child often and have him read to you.
Examine	any informational letters from school, showing special dates and time.
Ask	to see your child's assignment sheet every day.
Talk	to and with your child often.
Encourage	your child to carry out simple responsibilities and chores at home.
Support	your child with his schoolwork by checking his work and sending necessary materials for projects.
Understand	good and poor behavior, and explain the limits when it is necessary.
Care	about your child's feelings and share your feelings and thoughts with him.
Come	to school activities and conferences at the correct time.
Encourage	your child to speak correct English and to speak distinctly.
Schedule	a routine time for meals, homework, and bed!
Show	your love and affection for your child for no apparent reason other than for being your child!

BEST COPY AVAILABLE

FOUR GOALS OF MISBEHAVIOR

Misbehaving children are discouraged. They do not believe they can belong in useful ways. Therefore, they seek to belong through misbehavior.

Rudolf Dreikurs, a prominent psychiatrist, classified children's misbehavior into four broad categories. Dreikurs called these categories "goals" in the sense that the misbehavior achieved something for a child. These goals remain present in the behavior of older children and adults, but additional purposes influence misbehavior as we mature.

Although the four goals seem complex at first, we have found that any parent can learn how to discover the purpose of a child's misbehavior by using two simple techniques. Remember that since misbehavior serves a purpose, it is best understood by observing its consequences, thus:

1. Observe your own reaction to the child's misbehavior. YOUR FEELINGS point to the child's goals.

2. Observe the child's response to your attempts at correction. THE CHILD'S RESPONSE TO YOUR BEHAVIOR will also let you know what the child is after.

In sum: train yourself to look at the results of misbehavior rather than just at the misbehavior. The results of the misbehavior reveal its purpose.

ATTENTION

Children prefer to gain attention in useful ways; but if they can't get it that way, they seek attention in useless ways. Children who hold the conviction that they can belong only if they are receiving attention prefer negative attention to being ignored.

Following our two-step guideline, we could check the consequences of the child's misbehavior to see whether the goal was attention. If we are merely annoyed and correct the child's misbehavior by reminding or coaxing, the child has received the desired attention. Also, if the child's response has been to stop the misbehavior temporarily, the goal of attention has been reached. Later, the child will probably repeat the act or do something else to seek attention.

To help attention-seeking children, we must change our responses to show them that they can achieve significance through useful contributions rather than through useless bids for attention or service. We must focus on their constructive behavior; we must either ignore the misbehavior or pay attention to it in ways they don't expect.

Attention should not be given on demand, even for positive acts, because this reinforces inappropriate desire for attention. Children easily come to believe that if they are not "center-stage", they do not belong.

The appropriate ways to give attention is to give it when it is not expected. This places emphasis upon giving rather than getting. We realize that at this point, these sound like oversimplified, quick solutions. But for now we are interested only in your understanding the general idea of how to stop reinforcing misbehavior.

As you proceed with the STOP Program, you will learn more specific ways to deal with the four goals of misbehavior.

POWER

Power-seeking children feel they are significant only when they are boss. They seek to do only what they want. "No one can force me to do anything" or "You better do wheat I want." Even if parents do succeed in subduing them, the victory is only temporary. Parents may win the argument, but lose the relationship.

When a child is defiant, parents feel angry and provoked. Attempts to correct the child are seldom successful. The child will defy the parents and continue the unacceptable behavior, or will stop temporarily and then continue with more intensity. Some children in power struggles do what they are told, but not in a way the parents want it done. We call this "defiant compliance."

As a rule, when dealing with power-seeking children, adults must refrain from getting angry and must disengage themselves from the power struggle. Using power tactics to counter children's bids for power only impresses them with the value of power and increases their desire for it.

If the struggle for power continues and the children come to feel they cannot defeat the parents, they may alter the desire for power and pursue the third goal, revenge.

REVENGE

Children who pursue revenge are convinced that they are not lovable; that they are significant only when they are able to hurt others as they believe they have been hurt. They find a place by being cruel and disliked.

To begin to help the revengeful child, parents must be on guard not to retaliate. As difficult as it will be, they must improve their relationship with the child by remaining calm and showing good will.

If the war of revenge continues between parents and children, and the children come to feel utterly defeated, they may give up and seek to be excused for their behavior by displaying inadequacy.

DISPLAY OF INADEQUACY

Children who display inadequacy, or disability, are extremely discouraged. Since they have given up hope of succeeding, they attempt to keep others from expecting anything of them, either. Giving up may be total or only in areas where children feel they can't succeed.

Parents will know that a child is pursuing this goal if they, too, feel despair and want to give up - if they feel like "throwing up their hands." The child responds passively or fails to respond to whatever the parents do. The child does not improve.

To help a child who feels inadequate, parents must eliminate all criticism and focus, instead, on the child's assets and strengths. The parents must encourage any effort to improve, no matter how small it seems.

Remember that all misbehavior - even the inappropriate bid for attention - stems from discouragement. The child lacks courage to behave in an active, constructive manner. A child does not misbehave unless he or she feels a real or threatened loss of status. Whatever goal the misbehavior serves, it is done in the belief that only in this way can the child have a place in the group.

THE FOUR BASIC INGREDIENTS FOR BUILDING POSITIVE RELATIONSHIPS

MUTUAL RESPECT

ENCOURAGEMENT

TAKING TIME FOR FUN

COMMUNICATING LOVE

MULTICULTURAL ENVIRONMENT

The word "multicultural" refers to an ability to recognize, understand and appreciate cultures other than one's own. It stresses an appreciation of differences. One of the most important aspects of a human being's life is his or her relationships with other human beings. It is a well known fact technology has put the various peoples of the world in closer proximity. Traveling abroad is not as cumbersome as it used to be; the media have placed information about other countries at our fingertips. Furthermore, two out of three people in the world are people of color. These facts make it essential that human beings learn to live with differences. It is a universal basic need for all human beings to be liked, and needed, to belong and to be wanted. Good relationships with people who are different facilitate the learning experience; the avoidance of people who are different hinders learning and contributes to feelings of prejudice. Parents must teach children that America was built on the ideals of freedom and equality and that cultural differences are what makes America unique.

As Americans we must be willing to move from verbal rhetoric and philosophy to action which manifests itself in the true meaning of the constitution of this country.

Until the schools in the St. Louis metropolitan area were desegregated, black and white children had little or no contact with one another. Housing still remains segregated to a great extent. Because of the lack of contact with people from other races, some children develop prejudiced attitudes. It is important to stress the positive aspects of differences and to encourage children to build friendships with people from backgrounds other than their own. That is one reason the school transfer program is so important. It offers an opportunity for diversity, for different people to be together and to learn to get along.

Parents can help children adjust to a multicultural setting by recognizing that children who move from a school in which there is only one race to one in which there is more than one race may experience some uneasiness. Talk with your child about his or her feelings. Help your child feel good about his or her racial or ethnic identity by telling stories about noteworthy individuals from your ethnic or racial group.

Frequently black children are ashamed when they learn that their ancestors were slaves. They feel that they have nothing to offer. Build your child's self-esteem by discussing Africa and the many accomplishments that flowed from there. Explain that people from other groups had been in bondage also. Much information on the issues of heritage and ethnicity may be obtained from the Black History Repository at the VICC office 10601 Clayton Road.

HANDOUTS

DEFINITIONS
FOR
MULTICULTURAL UNDERSTANDING

1. Acculturation - Acquisition by a group or individual of the traits of another culture.

2. Assimilation - Mutural cultural diffusion through which persons or groups come to share a common culture.

3. Bias - A tendency, usually unconcious, to see facts in a certain way because of one's wishes, interests, or values.

4. Class - (1) A number of people or things grouped together because of certain likeness or common traits. (2) A group of people considered as a unit according to economic, occupational, or social status, especially, a economic. occupational, or social status; especially a social rank or caste: as the working class, the middle class.

5. Concept - An idea or mental image that embodies generalized or common elements found in a number of specific cases.

6. Counterculture - A subculture not merely different from, but in opposition to, the conventional and approved culture of the society: e.g. the hippie subculture

7. Cultural Change - Changes in the culture of a people; often used interchangeably with social change.

8. Cultural Integration - The degree to which the traits, complexes, and institutions of a culture are harmoniously adjusted to one another.

9. Cultural Pluralism - Toleration of cultural differences within a common society; allowing different groups to retain their distinctive culture.

10. Culture - Everything that is socially learned and shared by the members of a society: social heritage which the individual receives from the group; a system of behavior shared by members of a society.

11. Deferred gratification pattern - Postponement of present satisfaction for future rewards.

12. Demography - Statistical study of population composition, distribution, and trends.

13. Discrimination - A practice that treats equal people unequally; limiting opportunity or reward according to race, religion, or ethnic group.

14. Ethnic group - A number of people with a common cultural heritage which sets them apart from others in a variety of social relationships.

15. Ethnocentrism - Tendency of each group to take for granted the superiority of its own culture.

16. Ethos - Unifying spirit running through various aspects of a culture.

17. Folkways - Customary, normal, habitual behavior characteristic of the members of the group.

18. Ghetto - Any part of a city in which the population is restricted to a particular ethnic group; historically applied to a Jewish district but today often applied to Negro districts.

19. Race - A group of people somewhat different from other people in a combination of inherited physical characteristics, but the meaning of the term is also substantially determined by popular social definition.

20. Segregation- Separation of two or more groups based on a desire to avoid equal-status social contact.

21. Self-fulfilling prophecy - A prediction which starts a chain of events which makes the prediction come true.

22. Social Order - A system of people, relationships, and customs operating smoothly together to accomplish the work of a society.

23. Stereotype- A group-shared image of another group or category of people.

24. Subculture - A cluster of behavior patterns related to the general culture of a society and yet distinguishable from it; behavior patterns of a distinct group within the general society.

Tackling racism, sexism: Guidelines for parents

For most children in American society it begins quite innocently—the imitation of parent(s) who at times may exhibit stereotypical behavior or use racist or sexist jokes.

What appears to be innocent behavior, however, easily can result in the perpetuation of racism and sexism in a world which can afford neither. For American society is becoming increasingly integrated, culturally pluralistic and supportive of expanding roles for women and minorities. Therefore, those who influence children's development need to help mold nonsexist, nonracist beliefs and behaviors, assuring that the following objectives are met. Teach children about their own racial identity and to be proud of their heritage, help them develop and maintain a positive self-concept, encourage appreciation of diversity, be it in appearance, culture or abilities; demonstrate how stereotypes limit interpersonal relationships, career choices and thinking skills.

The guidelines below may prove helpful in meeting these objectives.

1. Demonstrate nonracist, nonsexist behavior. Eliminate sexist and racist language from your vocabulary. Parent(s) should take joint responsibility for child-rearing and household tasks, and children should be encouraged to help with those tasks. By taking part in traditional and nontraditional activities children will experience diverse behavior in themselves, and therefore will be able to accept it in others.

2. Make sure children are made aware of their own racial and cultural identities, and try to provide exposure to other cultures and races. On a somewhat limited scale this can be accomplished by examining books, magazine articles and television shows and discussing their content. However, more positive opportunities are offered by cultural events where children can interact with other races in a supportive, informative atmosphere.

3. Be affirmative. Don't wait for children to start realizing their differences and asking other children about them. Explain the obvious differences and similarities among people such as skin color, hair texture and physical build. Further, point out that differences exist between the children and members of their own family. Emphasize that not only are the races and sexes different, but that all people are different, and that differences are simply that—differences—not a measure of superiority.

4. Make learning a fun process. Many of the games available today are sex and race affirmative, and games from various cultures easily can be integrated into a child's toy collection. Moreover, many children's books contain tales of how differences occur. By applying the lessons to situations children are familiar with, you can help them learn that differences need not be barriers to positive personal and working relationships.

5. When children exhibit racist or sexist behavior, confront it. For example, if your children tell a racist or sexist joke, question them about it. Ask why they are making fun of others, and if they believe the stereotype to be true. By questioning children and encouraging them to justify the stereotypes, they can better see the stereotype has no factual base. Further, they will learn to become questioners of stereotypes encountered outside the home. At the same time explain that stereotypes not only limit a person's behavior, they can hurt emotionally and often result in violence against those who use them.

While the guidelines offered above are positive steps, they are just the beginning. The process is a continual one that demands new strategies periodically as children grow and encounter new stereotypes, social situations and peer pressures. But with a sound knowledge base, and continued support, children can develop and maintain nonracist, nonsexist attitudes—attitudes which will become more a part of their natural behavior and less a process of change.

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TOWARDS A PERSPECTIVE ON UNLEARNING RACISM:

12 WORKING ASSUMPTIONS

Because racism is both institutional and attitudinal, effective strategies against it must recognize this dual character. The undoing of institutionalized racism must be accompanied by the unlearning of racist attitudes and beliefs. The unlearning of racist patterns of thought and action must guide the practice of political and social change. The following assumptions offer a perspective for the work of attitudinal change.

* * * * *

1. The systematic mistreatment of any group of people isolates and divides human beings from each other. This practice is a hurt to all people. The division and isolation produced by racism is a hurt to people from all ethnic groups.

2. Racism is not a genetic disease. No human being is born with racist attitudes and beliefs. Physical and cultural differences between people are not the cause of racism; these differences are used as the excuse to justify racism. (Analogy with sexism: anatomical differences between human males and females are not the cause of sexism; these differences are used to justify the mistreatment of females of all ages.)

3. No young person acquires misinformation by their own free choice. Racist attitudes and beliefs are a mixture of misinformation and ignorance which is imposed upon young people through a painful process of social conditioning. "You have to be taught to hate and fear."

4. Misinformation is harmful to all human beings. Misinformation about peoples of color is harmful to all people. Having racist attitudes and beliefs is like having a clamp on one's mind. It distorts one's perceptions of reality. Two examples: the notion that "flesh color" is several shades of pinkish beige; the use of the term 'minorities' to describe the majority of the world's people.

5. No one holds onto misinformation voluntarily. People hold onto racist beliefs and attitudes because this misinformation represents the best thinking they have been able to do at this time, and because no one has been able to assist them to change their perspective.

6. People will change their minds about deeply held convictions under the following conditions: 1) the new position is presented in a way that makes sense to them; 2) they trust the person who is presenting the new position; 3) they are not blamed for having had misinformation.

7. People hurt others because they themselves have been hurt. In this society we have all excperienced systematic mistreatment as young people-often through physical violence, but also through the invalidation of our intelligence, the disregard of our feelings, the discounting of our abilities. As a result of these experiences, we tend both to internalize this mistreamtment by accepting as 'the way things are', and to externalize it by mistreating others. Part of the process of undoing racism involves becoming aware of and interrupting this cycle of mistreatment in day to day encounters and interactions.

8. As young people we have often witnessed despair and cynicism in the adults around us, and we have often been made to feel powerless in the face of injustice. Racism continues in part because we feel powerless to do anything about it.

9. There are times when we have failed to act, times when we did not achieve as much as we wanted to in the struggle against racism. Eliminating racism also involves understanding the difficulties we have had and learning to overcome them, without blaming ourselves for having had those difficulties.

10. The situation is not hopeless; people can grow and change; we are not condemned to repeat the past. Racist conditioning need not be a permanent state of affairs. It can be examined, analyzed, and unlearned. Because this misinformation is glued together and held in place with painful emotion, the process of unlearning it must take place on the experiential as well as on the theoretical level.

11. We live in a multicultural, multi-ethnic world: everyone is "ethnic." Misinformation about other people's ethnicity is often the flip side of misinformation about one's own ethnicity. For example the notion that some ethnic groups are 'exotic" and 'different' is the flip side of the notion that one's own group is just 'regular' or 'plain'. Thus a crucial part of unlearning racism is the acquiring of accurate information about own's own ethnicity and cultural heritage. Reclaiming this information will show us that we all come from traditions in which we can take justified pride.

12. All people come from traditions which have a history of resistance to injustice, and every person had their own individual history of resistance to oppressive social conditioning. This history deserves to be recalled and celebrated. Reclaiming one's own history of resistance is central to the project of acquiring an accurate account of one's own heritage. When people act from a sense of informed pride in themselves and their traditions, theu will be more effective in all struggles for justice.

ACADEMIC ISSUES

Because children are not all the same, sometimes to help a child reach his or her potential, a teacher may need to use additional outside resources. Often academics tend to be geared to the "average" learner. In cases in which an individual child is above or below average, something extra may be necessary. Often teachers are able within the classroom to provide additional assistance or resources. Other times, outside resources such as special education or gifted programs are called for.

Talented/Gifted

School district staff provides many enrichment activities to challenge and stimulate students. Many gifted programs provide additional enrichment opportunities for those students who qualify as intellectually gifted. Creative and critical thinking skills are emphasized in the program to help students develop to their potential. Often students are taken out of the classroom a few hours a week to participate in gifted programs.

The selection process for the talented/gifted program will vary among districts. Some districts also have advanced placement or honor classes for intellectually gifted/bright students at the middle and high school level. Parents wishing to find out more about the talented/gifted program or advanced placement/honor classes should contact their child's counselor. Parents should also at this time inquire about what course sequencing is required for college. For example, three years of algebra, etc.

Remediation/Tutoring

Most school districts have remedial/tutorial services for students who need help keeping up with classroom assignments. These services are provided by Special School District and/or teachers hired by the district as resource teachers. Districts will also use parent volunteers to tutor students having difficulty in specific subjects. Some schools use students to tutor other students. Parents should contact the school counselor for tutorial/remedial services offered through their district and for free tutorial telephone hotline services outside of the district.

Promotion/Retention

The responsibility for determining the promotion or retention of students generally rests with the school professional staff (principal, teachers and counselors). Usually a child will not leave a grade without proficiency in the basic skills required for success at the next grade level. If a decision is made by the school staff that a child needs to be retained, the parents of the child will be notified. If the parents disagree with the recommendation for retention/reclassification, there is a procedure to discuss the discrepancy. The policies vary from district to district. Each district has a promotion and retention policy. Parents are encouraged to contact their child's principal to find out the correct process for appeal.

Testing

Tests such as the Missouri Kindergarten Inventory of Developmental Skills (KIDS) are usually administered before or at the

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start of kindergarten. Before the end of kindergarten and prior to starting first grade a test such as the Metropolitan Readiness Test is given.

Various standardized achievement tests are administered to students in elementary grades. These tests are generally given once or twice a year in the fall or spring depending on the district. When the lines of communication are open and the relationship is solid between the parent and the school; parents will understand student progress before report cards are issued. If parents are apprised of academic progress, there will be no surprises.

Once entering high school, students interested in receiving national merit scholarships will be given the Preliminary Scholastic Aptitude Test (PSAT-NMSQT). This test is a qualifying exam for National Merit Scholarships. Parents can check with the counseling department to see if there is a practice exam for the PSAT.

If a student plans to attend a college or university, one or both of the following entrance examinations will be required before being considered: The American College Test Program (ACT) and the Scholastic Aptitude Test (SAT). Colleges will state which test they require in their catalogs.

The Guidance and Counseling Department at the high school will be able to provide information, registration deadlines, registration forms and test dates for these examinations. Parents should become familiar with this department and ask questions about colleges, scholarships and other things they need to know early in their child's junior year or if need be during their child's senior year.

Special Education Services In St. Louis County

The Special School District of St. Louis County is a superimposed district that provides educational services to mentally and physically handicapped and to pupils interested in vocational education. The Special School District coordinates these services for students in all St. Louis County school districts for many years.

Services include vision and hearing screenings and assessments for students suspected of being handicapped. Direct services for students diagnosed as handicapped with such disabilities as learning, behavioral, hearing handicaps, speech difficulties and visual problems are provided.

A full continuum of special education services is available. They include:

Resource Services - Itinerate services for mildly handicapped students delivered in a regular school setting. Students spend less than 50% of their time with the special education teacher.

Self-contained Services - for moderately handicapped students delivered in a regular school setting. Students spend 50% or more of time with the special education teacher.

Self-contained Services - for severely handicapped students delivered in a special district facility. Students spend 100% of the time with a special education teacher.

Classroom and educational placement is determined through the Individualized Education Program (IEP) process in which the parent, the regular educator and the special school district representatives are involved.

Special School District of St. Louis County is located at 12110 Clayton Road. The contact person for transfer families for special education is Betty Walls (569-8197).

Other Opportunities

Vocational Technical Schools

There are a variety of full-day and half-day programs available at the vocational technical schools. Currently at the high school level there are South County Tech, North County Tech, and O'Fallon. Interested students should check with their counselor to obtain current information regarding what programs are available and their locations. The Metropolitan Coordinating Committee is responsible for maintaining racial balance in the technical schools. Additional information may be obtained from the committee at 851-2822.

Cooperative Occupational Education Program (COE)

Cooperative Occupational Education (COE) is a work-study program, which provides students with on-the-job training most beneficial to their future career. Students attend regular school classes depending upon the credits needed for graduation and work a certain amount of hours per week at their training site. Interested students should contact their counselor to determine if their school has such a program and if so what the eligibility requirements are.

Scholarships and Grants

Parents and students should contact the Guidance and Counseling Department to request information on scholarships and grants. If applying for grants and/or scholarships keep in mind that there are early deadlines for application. The Guidance and Counseling Department will be able to provide details on registration deadlines, how to fill out forms and what information is needed.

The counselors at the Voluntary Interdistrict Coordinating Council have forwarded this information to all heads of guidance departments on scholarships and grants available for minority students and will continue to update same.

HANDOUTS

THE SCHOLARSHIP FOUNDATION OF ST. LOUIS

Questions and Answers for Interest-Free Loans

HOW DOES ONE BECOME ELIGIBLE FOR A SCHOLARSHIP FOUNDATION LOAN?

Students who are U.S. citizens, and whose permanent residence is in St. Louis, St. Louis County or the Fox C-6, Francis Howell, Orchard Farm or St. Charles School District are eligible to apply. Students must have a high school diploma or equivalent, and be enrolled in an accredited institution of higher learning. Loans are awarded without regard to race or religion.

WHAT IS THE DIFFERENCE BETWEEN A SCHOLARSHIP LOAN AND A LOAN FROM ANOTHER INSTITUTION?

A Scholarship Foundation loan is interest-free. The loan is part of a revolving loan fund administered by a volunteer board of directors. When students graduate and become employed, they repay their loan to the Scholarship Foundation, and the monies are recycled to new students to be used as interest-free loans again.

WHAT IS A FINANCIAL AID PACKAGE? HOW DO LOANS FROM THE SCHOLARSHIP FOUNDATION PLAY INTO THIS?

Many college students apply to their school for financial aid. This assistance usually is "packaged" as grant money, loan money and work-study opportunities. The Scholarship Foundation is a "last-dollar" funding organization. The interest-free loan is paid directly to the student, to be used in addition to other financial aid received. This further enables a student to attend the school of his choice.

DOES THE AMOUNT OF THE FAMILY INCOME AFFECT THE LOAN AWARD PROCESS?

Yes. However, the Scholarship Foundation has no set income ceiling when determining loan awards. The following are considerations:

- There is more than one family member, including a parent, in college or close to entering college
- The age of the parent(s) in relation to retirement plans
- Circumstances of family illness, high medical expenses or job crises
- Evidence of student's work experience
- Evidence of willingness to apply for other forms of financial aid

HOW MANY STUDENTS DO YOU FUND EACH YEAR?

For 1987-88, the Scholarship Foundation funded 630 students: 405 students renewed their loans and 225 were students new to the foundation. We awarded $750,000 in loans to these students.

HOW MUCH WILL THE SCHOLARSHIP FOUNDATION LOAN TO A STUDENT EACH YEAR? ARE LOANS RENEWABLE?

Loans range from $600 to $2000. The loans are renewable as long as the student remains in good academic standing in his/her program, and continues to show financial need. The Scholarship Foundation will loan up to a maximum of $12,000 to an individual student.

WHERE DOES ALL YOUR MONEY COME FROM?

The largest source of new money comes from SCHOLARSHOP, a resale clothing store. Students in loan repayment generate significant funds to be recycled into new loans each year. Further support comes from the Scholarship Foundation membership and endowment fund, and increasing community corporate contributions.

DO YOU REQUIRE FOR APPLICATION THE CSS OR ACT FINANCIAL AID FORM?

Yes. The Scholarship Foundation uses the financial needs analysis form to evaluate the suggested student/family contribution in relation to family income and assets.

DOES THE SCHOLARSHIP FOUNDATION HAVE A CODE NUMBER FOR THE CSS OR ACT FINANCIAL AID FORM?

Yes. The code numbers are: CSS - 0123, ACT - 6152.

DO I HAVE TO ATTEND A MISSOURI SCHOOL?

No. Students funded by the Scholarship Foundation attend over 80 institutions of higher learning, both public and private, in Missouri and out of state. The choice of school rests with the student.

WHAT GRADES OR GRADE POINT SHOULD I HAVE TO QUALIFY?

Generally a "C" average is acceptable by the Scholarship Foundation. Students' academic record should relate to the college program they wish to attend. For example, a student entering engineering should have strong grades in college-bound math courses.

DO I HAVE TO ACHIEVE A PARTICULAR SAT OR OTHER TEST SCORES TO QUALIFY?

The Scholarship Foundation has no minimum test score which would disqualify a student from consideration for a loan.

DO YOU FUND STUDENTS DESIRING TO ATTEND VOCATIONAL, TRADE OR SECRETARIAL SCHOOLS?

Yes. The Scholarship Foundation wishes to assist all St. Louis area students to reach their full potential through higher education programs, including accredited programs other than junior college and college degree programs.

BESIDES MY ACADEMIC RECORD, WHAT OTHER PERSONAL QUALITIES OR ACTIVITIES IS THE SCHOLARSHIP FOUNDATION LOOKING FOR?

Demonstration of work experience, participation in school activities, or participation in church/community activities are characteristics important for consideration. The student's expression of personal and career goals both in the future and while attending school is also carefully considered

WHAT IS THE TIMEFRAME FOR MAKING APPLICATION TO THE SCHOLARSHIP FOUNDATION? WHEN WILL I BE NOTIFIED ABOUT LOAN AWARD?

Students should request an application from the Scholarship Foundation January 1st by sending a self-addressed, stamped business size envelope to the Scholarship Foundation office, 8215 Clayton Road, St. Louis, MO 63117. Deadline for applications is April 15th. Students are notified of loan awards June 1st Funds are distributed in two payments, in July and in November.

WHAT ARE THE REQUIREMENTS FOR LOAN PAYMENT? HOW LONG DO I HAVE TO REPAY MY LOAN?

Repayment is to be made in monthly installments one year after graduation. The entire loan is to be repaid, interest-free, within six years after graduation. If a student drops out of school, loan payments are to begin immediately.

75 SCHOLARSHIPS EVERY BLACK HIGH SCHOOL STUDENT SHOULD KNOW ABOUT

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SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
AICPA SCHOLARSHIPS FOR MINORITY UNDERGRADUATE ACCOUNTING MAJORS	Applicants must be minority students who are undergraduate accounting majors, U.S. citizens and in financial need.	Up to $1000	American Institute of Certified Public Accountants 1211 Avenue of the Americas New York, NY 10036 (212)575-6200
ALPHA KAPPA ALPHA SORORITY	Many of the 700 local chapters offer scholarships to qualified high school students. Awards are almost exclusively for black women.	Varies	Alpha Kappa Alpha Sorority, Inc. 5656 S. Stony Island Chicago, IL 60637
ALPHA PHI ALPHA FRATERNITY	The fraternity provides scholarships high school students involved in various educational and community projects.	Varies	Alpha Phi Alpha Faternity, Inc. 4432 So. Martin Luther King Dr. Chicago, IL 60653 (312)373-1819
~~**ARMCO MINORITIES IN ENGINEERING SCHOLARSHIPS**~~ not available	~~Black students who are planning to major in engineering, rank in the top third of their class, and are residents of a community where a participating Armco facility is located.~~	~~$2,000~~	~~Armco Insurance Group 703 Curtis St Middletown, OH 45043 (513)425-5293~~
~~**ARMCO MINORITIES IN INSURANCE AND RISK MANAGMENT SCHOLARSHIP**~~	~~Black seniors who rank in the top half of their class, and planning to major in business. Applicants must reside in a community where a participating Armco facility is located.~~	~~$2,000~~	~~same~~

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
AFNA NEW ACCESS ROUTES TO PROFESSIONAL CAREERS	Primarily for black high school students who have completed the 10th grade and who are residents of Philadelphia. Program is aimed at placing students at medical schools or laboratories to get research experience and earn money for college.	Varies	American Foundation for Negro Affairs 1700 Market St. Philadelphia, PA 19103 (215)563-1248
AFRICAN METHODIST EPISCOPAL CHURCH	Scholarships are available through local congregations. The AME church has over 8,000 congregations worldwide.	Varies	African Methodist Episcopal Church 2311 M St., N.W. Washington, D.C. 20037 (202)337-3930
AFRICAN METHODIST EPISCOPAL ZION CHURCH	This organization's 1.5 million members, encompassing 2500 churches, provides scholarships for its college-bound members.	Varies	African Methodist Episcopal Zion Church 1200 Windermere Dr. Pittsburgh, PA 15218 (412)242-5842
AGNES JONES JACKSON UNDERGRADUATE SCHOLARSHIP	NAACP members who are or plan to be full-time college students. G.P.A. must be at least 2.5 and financial need is required.	$1000	National Association for the Advancement of Colored People (NAACP) c/o Dr. Beverly Cole Director of Education 186 Remsen St. Brooklyn, NY 11201 (212)858-0800
AIA MINORITY DISADVANTAGED SCHOLARSHIP PROGRAM	Students from minority and/or disadvantaged backgrounds who have completed high school, are in junior college, or in the first year of professional study.	Varies	American Institute of Architects 1735 New York Ave., N.W. Washington, D.C. 20006 (202)785-7350

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
ASSOCIATION OF BLACK JOURNALISTS SCHOLARSHIP PROGRAM	Applicants must have participated in the annual St. Louis Minority Journalism Workshop, be black college students majoring in journalism, and live in the St. Louis area.	$1000	National Association of Black Journalists, Greater St. Louis Area Chapter 2953 Dr. Martin Luther King Dr. St. Louis, MO 63106 (314)535-5185
BOSTON UNIVERSITY	Geared toward students interested in a medical career. Funds provided by the Middlesex Central District Medical Society.	$2400	Office of Admissions Boston University Boston, MA 02215 (617)353-2000
BREAKTHROUGH TO NURSING SCHOLARSHIP	Minority undergraduate students interested in studying for nursing careers. Financial need a requirement.	$2000	National Student Nurses' Association 10 Columbus Circle New York, NY 10019 (212)581-2211
CAL GRANT B	Students who are U.S. citizens and California residents, full-time college students, and in financial need.	From $300 to $4275	California Student Aid Commission 1410 Fifth St. Sacramento, CA 95814 (916)322-6280
CARLETON COLLEGE	Varies. Awards include the Fraser Scholarships, the Honeywell Fund and the Minneapolis Star Tribune Fund.	Varies	Office of Admissions Carleton College Northfield, MN 55057 (507)663-4000
CARNEGIE-MELLON UNIVERSITY	Minority students preparing for careers in insurance, specifically as actuaries.	Varies	Office of Admissions Carnegie-Mellon University 5000 Forbes Ave. Pittsburgh, PA 15213 (412)578-2000

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
CASE WESTERN RESERVE UNIVERSITY	Scholarship programs include the Martin Luther King, Jr. Scholarship and the Minority Engineers Industrial Opportunity program.	From $1000 to $2000	Office of Admissions Case Western Reserve University University Circle Cleveland, OH 44106 (216)368-2000
CATHOLIC NEGRO SCHOLARSHIP FUND	Black students about to enter or continuing college are eligible. Financial need required. Awards not confined to Catholic students.	Avg. $300	Catholic Scholarships for Negroes, Inc. 73 Chestnut St. Springfield, MA 01103
COALITION OF BLACK MEMBERS OF THE AMERICAN LUTHERAN CHURCH	One of this organization's goals is to assist black students in their total education in colleges and institutions of the American Lutheran Church.	Varies	Coalition of Black Members of the American Lutheran Church 422 So. 5th St. Minneapolis, MN 55415 (612)330-3100
COE COLLEGE	Awards available especially for minority students.	Up to $2600	Office of Admissions Coe College Cedar Rapids, IA 52402 (319)399-8000
COLBY COLLEGE	The Ralph J. Bunche Scholars Program--applicants must show scholastic and leadership potential. Special grants given in addition to usual aid. Amount based on need.	Varies	Office of Admissions Colby College Waterville, ME 04901 (207)873-1131

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
COLORADO COLLEGE	Award sponsored by the El Pomar Foundation to assist qualified minority students with financial need.	Varies	Office of Admissions Colorado College Colorado Springs, CO 80903 (303)473-2233
CORPORATE SPONSORED SCHOLARSHIPS FOR MINORITY UNDERGRADUATE STUDENTS IN PHYSICS	Awards sponsored by corporations and given to outstanding minority students who are or plan to major in physics.	$2000	The American Physical Society 335 E. 45th St. New York, NY 10017 (212)682-7341
DAILY PRESS SCHOLARSHIPS FOR BLACK JOURNALISTS	Black students either interested in studying print journalism or already in print journalism. Preference given to residents of the Virginia Penninsula.	$2500	Daily Press, Inc. 7505 Warwick Blvd. P.O. Box 746 Newport News, VA 23607 (804)244-8421
DELTA SIGMA THETA SORORITY	Scholarships for women from Montgomery or Prince George's counties in Maryland for study at either a college or specialized vocational school.	Varies	Delta Sigma Theta Sorority, Inc. 1707 New Hampshire Ave., N.W. Washington, D.C. 20009 (202)483-5460
DR. MARTIN LUTHER KING, JR. MEMORIAL SCHOLARSHIP AWARD	Black high school graduates are eligible. Winners determined by SAT scores, G.P.A., leadership, recommendations and personal interviews.	$2000	Educational and Cultural Fund of the Electrical Industry Electric Industry Center 158-11 Jewel Ave. Flushing, NY 11365
DUKE UNIVERSITY	Award sponsored by the Gulf Oil Corporation Foundation, scholarships are available for minority students interested in engineering and science, who are in financial need.	Up to $2000	Office of Admissions Duke University Durham, NC 27706 (919)684-3214

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
EDUCATIONAL ASSISTANCE PROGRAM	Minority group members and low-income youths who are residents of Racine and/or graduates of a local high school.	From $100 to $1000	Racine Environment Committee Educational Fund 316 Fifth St. Racine, WI 53403 (414)637-8893
EDUCATIONAL OPPORTUNITY FUND GRANTS	Applicants must be from educationally disadvantaged backgrounds, be able to show financial need, residents of New Jersey, and be enrolled in a New Jersey college or university.	From $200 to $1200	New Jersey Department of Higher Education P.O. Box 1417 Trenton, NJ 08625 (609)292-4368
ELKS NATIONAL FOUNDATION SCHOLARSHIPS	High school seniors who show leadership, outstanding academic performance, and financial need. Must live within the jurisdiction of the Elks.	From $1000 to $5000	Improved Benevolent Protective Order of Elks of the World P.O. Box 159 Winton, NC 29786 (919)358-7661
UNIVERSITY OF FLORIDA	The New York Times Scholarship--open to either a graduate or undergraduate student in the field of journalism. Priority given to minority group members.	From $750 to $1500	Office of Admissions University of Florida 233 Tigert Hall Gainesville, FL 32611 (904)392-3261
GEORGE E. JOHNSON FOUNDATION EDUCATIONAL FUND	Minority students who have been accepted into a 4-year accredited college or university and who are academically qualified. Priority given to students interested in math or science.	Varies	George E. Johnson Foundation 8522 So. Lafayette Ave. Chicago, IL 60620
GEORGE WASHINGTON CARVER SCHOLARSHIP	Minority students graduating from select high schools in Santa Barbara, CA; with a 2.5 G.P.A. and in financial need.	Varies	George Washington Carter Scholarship Club, Inc. c/o Mrs. William E. King 626-B East De LaGuerra Santa Barbara, CA 93103

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
GEORGETOWN UNIVERSITY	Aid is available through Law Center Minority Scholarship Funds.	Varies	Office of Admissions Georgetown University 37th & O St., N.W. Washington, D.C. 20057 (202)625-0100
GOLDEN STATE MINORITY SCHOLARSHIPS	Qualified minority students accepted to or enrolled in a college or university in an area where the the Foundation conducts fund-raising; to date, these include California and Detroit.	Varies	Golden State Minority Foundation 1999 W. Adams Blvd. Los Angeles, CA 90018 (213)731-7771
HALLIE Q. BROWN SCHOLARSHIP FUND	Minority students who are U.S. citizens with financial need and have applied to an accredited college or university.	Up to $1000	National Association of Colored Women's Clubs 5808 16th St., N.W. Washington, D.C. 20011 (202)726-2044
HAVERFORD COLLEGE	Class of 1912 Scholarship Fund--to assist a student with financial need. Preference given to African or Asian students when possible.	Varies	Office of Admissions Haverford College Haverford, PA 190411392 (215)896-1350
HAVERFORD COLLEGE	J. Henry Scattergood Scholarship Fund--to provide financial aid and other supportive services to black students.	Varies	same
HERBERT LEHMAN EDUCATION FUND	Black seniors planning to attend desegregated and publicly supported colleges or universities in the South, and can show financial need.	$1000	NAACP Legal Defense and Educational Fund, Inc. Herbert Lehman Education Fund 10 Columbus Circle Suite 2030 New York, NY 10019 (212)219-1900

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
IOTA PHI LAMBDA SCHOLARSHIP PROGRAM *	Black female high school students interested in business education.	Varies	Iota Phi Lambda Sorority, Inc. c/o Dr. Evelyn Peevy 5313 Halter Lane Norfolk, VA 23502
JOSEPH EHRENREICH/ NPPF SCHOLARSHIP *	Students enrolled in a recognized 4-year college or university having courses in photojournalism. Financial need required.	$1000	National Press Photographers Association Box 1146 Durham, NC 27702 (919)489-3700
JOURNALISM SCHOLARSHIP FOR MINORITY STUDENTS	Applicants must be majoring in journalism and residing in or attending a 4-year college or university in Alaska, Idaho, Montana, Oregon, or Washington. Financial need required.	$1100	Allied Daily Newspaper Foundation P.O. Box 11410 Tacoma, WA 98411 (206)272-3611
* KAPPA ALPHA PSI FRATERNITY	The fraternity's national service program, "Guide Right," mandates each of its approx. 520 chapters to administer scholarships.	Varies	Kappa Alpha Psi Fraternity, Inc. 2320 No. Broad St. Philadelphia, PA 19132 (215)228-7184
UNIVERSITY OF KENTUCKY	Awards include the Journalism Award and the King Scholarship Fund, open to black residents of Kentucky.	Varies	Office of Admissions University of Kentucky Lexington, KY 40506 (606)257-7148
* KODAK MINORITY ACADEMIC AWARDS PROGRAM	Awards granted at 27 selected colleges for minority freshmen majoring in engineering, chemistry, computer science, accounting, and business administration.	Approx. 50% of tuition	Eastman Kodak Company 343 State St. Rochester, NY 14650 (716)724-3127

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
* **LUTHERAN AMERICAN MINORITY SCHOLARSHIP PROGRAM**	Lutheran campuses with 5 or more minority students are eligible to apply for AAL funds for their minority students. Recipients need not be members of the Association.	Varies	Aid Association for Lutherans (AAL) Appleton, WI 54919 (414)734-5721
MINORITY EDUCATION FUND	Minority students admitted to a college and who are members of an RCA church or enrolled in an RCA college.	Varies	Reformed Church of America (RCA) 475 Riverside Dr. Room 1819 New York, NY 10027 (212)870-3071
* **THE MUSIC ASSISTANCE FUND SCHOLARSHIP PROGRAM**	Minority students who need financial help to attend conservatories and schools of music, if they are interested in playing orchestral instruments.	From $250 to $1000	The Music Assistance Fund New York Philharmonic Avery Fisher Hall Broadway at 65th St. New York, NY 10023 (212)580-8700
* **NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM FOR OUTSTANDING NEGRO STUDENTS**	Black students who have taken the PSAT/NMSQT no later than the 10th grade, and noted in Section 11 of the exam they are a black American. Financial need is not a factor.	From $250 to $2000	National Merit Scholarship Corporation One American Plaza Evanston, IL 60201 (312)866-5100
* **NATIONAL NEWSPAPER PUBLISHERS SCHOLARSHIPS**	Minority college students who with to pursue careers in journalism.	$600	National Newspaper Publishers Association c/o The Louisville Defender 1720 Dixie Highway Louisville, KY 40210 (502)772-2591
* **NATIONAL SCHOLARSHIP SERVICE AND FUND FOR MINORITY STUDENTS**	Awards based on need and are designed to supplement the resources of students who have received other aid.	From $200 to $600	National Scholarship Service and Fund for Minority Students 322 Eighth Ave. New York, NY 10001

	SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
✓	NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS RACIAL MINORITY GRANTS	Minority or female high school seniors who rank in the top ¼ of their class, with plans to major in engineering. Financial need required.	$1000	National Society of Professional Engineers Education Foundation 2029 K. St., N.W. Washington, D.C. 2000 (202)463-2300
	NEGRO EDUCATIONAL EMERGENCY DRIVE (NEED)	Black students attending high school in Pennsylvania and accepted at a college in that state. Geared towards the average, rather than the top, achiever.	From $100 to $500	Negro Educational Emergency Drive 2003 Law & Finance Bld 429 Fourth Ave. Pittsburgh, PA 15219 (412)566-2760
	UNIVERSITY OF NOTRE DAME	Available scholarships include the Martin Luther King Scholarship Program to assist minority students in financial need.	From $500 to $1900	Office of Admissions University of Notre Dam Notre Dame, IN 46556 (219)239-6011
✓	OMEGA PSI PHI FRATERNITY	The fraternity provides scholarships for black students with leadership skills and academic excellence.	Varies	Omega Psi Phi Fraternity, Inc. 2714 Georgia Ave., N.W. Washington, D.C. 20001 (202)667-7158
✓	PHI BETA SIGMA FRATERNITY	Scholarships, employment referrals, and other programs are available to college-bound black high school students.	Varies	Phi Beta Sigma Fraternity, Inc. 1327 R St., N.W. Washington, D.C. 20011 (202)726-5434
	UNIVERSITY OF PITTSBURGH	Mellon Grant for NSSFMS Students--for students who have already received aid from the National Scholarship Service and Fund for Minority Students.	Varies	Office of Admissions University of Pittsburg Pittsburgh, PA 152600001 (412)624-4141

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
UNIVERSITY OF PITTSBURGH	General Studies Grants; for minority and disadvantaged students entering the School of General Studies.	Maximum: cost of tuition	Office of Admissions University of Pittsburgh Pittsburgh, PA 152600001 (412)624-4141
UNIVERSITY OF PORTLAND	King-Kennedy Scholarships; for minority students and the amount available varies from year to year.	Varies	Office of Admissions University of Portland 5000 N. Willamette Blvd. Portland, OR 972035798 (503)283-7911
* ROY WILKINS EDUCATIONAL SCHOLARSHIP PROGRAM	Qualified minority students enrolled in an accredited college or university; with financial need.	Up to $1000	National Association for the Advancement of Colored People (NAACP) 144 W. 125th St. New York, NY 10027 (212)666-9740
SACHS FOUNDATION UNDERGRADUATE SCHOLARSHIPS	Black high school seniors with at least a 2.9 G.P.A., are residents of Colorado, and are in financial need.	$2000	Sachs Foundation 418 First National Bank Building Colorado Springs, CO 80903 (303)633-2353
* SIGMA GAMMA RHO SORORITY	This sorority offers scholarships to undergraduates and high school students with outstanding academic achievement.	Varies	Sigma Gamma Rho Sorority, Inc. 840 E. 87th St. Chicago, IL 60619 (312)873-9000
✓ STANLEY E. JACKSON SCHOLARSHIP AWARD FOR MINORITY HANDICAPPED STUDENTS	Applicants must be educationally handicapped students who are college bound, and in financial need.	$1000	Foundation for Exceptional Children 1920 Association Dr. Reston, VA 22091 (703)630-3660

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
* STUDENT OPPORTUNITY SCHOLARSHIPS FOR ETHNIC MINORITY GROUPS	Minority students with financial need and recommended by counselors designated by the Church.	From $100 to $1400	United Presbyterian Church in the U.S.A. 475 Riverside Dr. Rm 4 New York, NY 10115 (212)870-2618
SYRACUSE UNIVERSITY	WSYR Minority Award--open to candidates from an ethnic minority who wish to study broadcast journalism.	$4000	Office of Admissions Syracuse University Syracuse, NY 13210 (315)423-1870
UNIVERSITY OF TEXAS AT AUSTIN	Accounting Scholarships are available to minority students majoring in accounting.	Varies	Office of Admissions University of Texas at Austin Austin, TX 78712 (512)471-3434
UNIVERSITY OF TEXAS AT AUSTIN	Minority Business Assistance--for students in the College of Business Administration.	Varies	same
UNIVERSTIY OF TEXAS AT AUSTIN	Texas Achievement Awards--designed for selected minority freshmen who show academic potential.	$1000	same
* UNITED METHODIST ETHNIC MINORITY SCHOLARSHIPS	Minority students who are active in the United Methodist Church, recommended by their pastor, enrolled in an accredited college, and in financial need.	From $100 tq $1000	United Methodist Church Board of Higher Education & Ministry P.O. Box 871 Nashville, TN 37202 (615)327-2700
* UNITED NEGRO COLLEGE FUND SCHOLARSHIPS	High school seniors with strong academic backgrounds. Must be attending or planning to attend an independent, accredited, predominantly black college.	From $100 to $2000	United Negro College Fund, Inc. 500 E. 62nd St. New York, NY 10021 (212)644-9600

SCHOLARSHIP	ELIGIBILITY	AMOUNT	CONTACT
WASHINGTON STATE NEED GRANT	Students must be needy or disadvantaged, a Washington resident, and enrolled or accepted as a full-time undergraduate student.	From $300 to $570	Washington Council for Postsecondary Education 908 E. Fifth St. Olympia, WA 98504 (206)753-3571
UNIVERSITY OF WISCONSIN AT MADISON	The Grant Foundation Scholarship program makes several awards for minority students studying journalism.	$800	Office of Admissions University of Wisconsin at Madison 500 Lincoln Dr. Madison, WI 53706 (608)262-1234
YWCA-KATE H. ATHERTON SCHOLARSHIP	Grants are available only to female residents of the state of Hawaii (preferably minorities), who are pursuing a college education in Hawaii or in the continental United States.	Up $1500	Hawaiian Trust Company, Ltd. P.O. Box 3170 Honolulu, HI 96802 (808)525-8511
* ZETA DELTA PHI SORORITY	This sorority promotes academic excellence and offers scholarships to qualified black high school students.	Varies	Zeta Delta Phi Sorority, Inc. P.O. Box 157 Bronx, NY 10469 (212)407-8288
* ZETA PHI BETA SORORITY	Service Program--This predominantly black sorority offers college scholarships for its members.	Varies	Zeta Phi Beta Sorority, Inc. 1734 New Hampshire Ave., N.W. Washington, D.C. 20009 (202)387-3103

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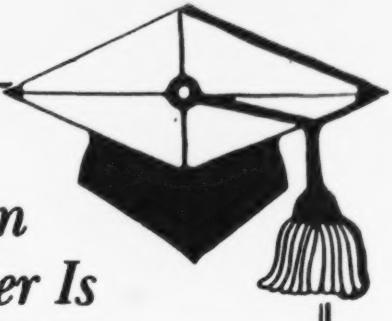
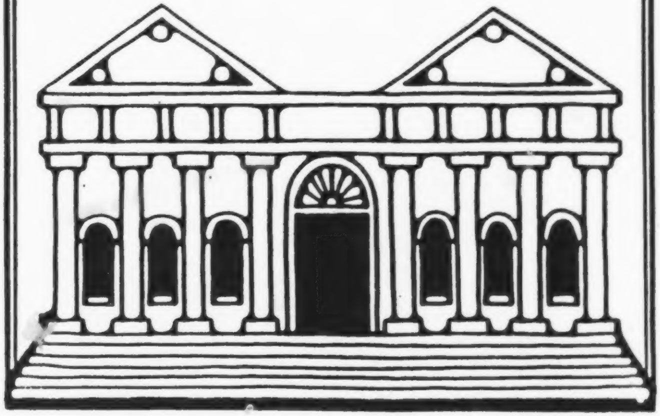


If Your Son or Daughter Is College-Bound . . .

Here's What to Do and When



Missouri Department of Elementary & Secondary Education
Arthur L. Mallory, Commissioner of Education

Dear Parent:

The Department of Elementary and Secondary Education is pleased to make available this new edition of our guide for parents of college-bound students. It has been quite popular in recent years with parents and guidance counselors across Missouri, and I hope you continue to find it useful.

This booklet includes information about a new source of financial aid for qualified students—the Missouri Teacher Education Scholarship Program. Beginning in 1986, and for the first time, Missouri will offer special one-time scholarships of $2,000 to encourage high-ability students to pursue careers in teaching. This program is an important part of Missouri's effort to attract talented young people into the education profession. It is an option I hope you will consider.

Many changes are occurring in education today—changes which will make teaching a more challenging and rewarding profession in the future. Beginning in 1989, for example, classroom teachers in our state will be assured a starting salary of at least $18,000 per year. This is just one of the steps now being taken not only to make teaching more financially rewarding (a vital consideration), but also to upgrade standards and opportunities for advancing in the profession.

Because of rapid changes in our schools and in society, we need top-notch young people who can lead the profession in the years ahead. Therefore, I encourage you and your college-bound student to take a look at teaching. You may be surprised by the opportunities that will be available in the near future. The scholarship program is an extra incentive for your son or daughter to give serious consideration to a career in teaching.

Best wishes to you and your college-bound son or daughter. This is an exciting—and important—time in his/her life.

Sincerely yours,

Arthur L. Mallory

Commissioner of Education

Plan Ahead for College

Planning for college should be a process that begins long before your son or daughter graduates from high school. Planning should begin in the ninth or tenth grade with consideration given to both academic preparation for college and arrangements for paying the costs of college attendance.

To benefit from college attendance, students must be prepared adequately for college-level study. Each college or university establishes its own standards for the academic preparation of entering freshmen. Students should check admission and entry-test requirements at colleges and universities they are considering. Then they should enroll in the most appropriate high school courses in language arts, science, mathematics and social studies. Students should seek advice from counselors about recommended college-prep courses. If they have specific colleges in mind, they should find out about any special requirements in areas such as foreign language, computer science or fine arts.

The Missouri State Board of Education established the College Preparatory Studies Certificate in 1984. The certificate is awarded to graduating seniors who have completed specified high school courses and attained grade point averages and test scores high enough to qualify. All high school districts in Missouri are eligible to participate in the College Preparatory Studies Certificate Program.

Some high schools participate in the Advanced Placement Program of the College Board. Students who complete high school courses in this program and score high enough on the corresponding Advanced Placement Program Tests can earn college credit from participating colleges and universities.

Ninth & Tenth Grades

During the ninth and tenth grades, your son or daughter should:

☐ compare his or her interests and abilities with specific requirements for career possibilities.

☐ look at careers which interest him or her and see what education or training is needed to pursue those career objectives.

Many high schools have career exploration materials for student use, such as the Missouri Vital Information for Education and Work (Mo VIEW) program, Chronicle Guidance's Occupational Library with the College View Deck, and Science Research Associates' Career Information Kit. The school counselor can help with this search.

☐ check on specific entrance requirements (such as courses and test scores) for schools which he or she may wish to attend.

☐ plan a sequence of courses in high school that will prepare the student for a college program leading to a career that fits his or her interests and abilities.

☐ compare cost factors at the selected schools.

☐ request information about scholarship and financial aid opportunities at selected schools.

Eleventh Grade

During the eleventh grade, your son or daughter should:

☐ contact the admissions offices at selected colleges and universities and ask for a packet of their materials. Check on the scholarship and financial aid opportunities. Find out which tests each school requires either for admission or for placement after admission.

☐ check with the admissions offices at selected colleges and universities about acceptance of Advanced Placement Program test scores for college course credit if your high school participates in this program.

☐ register to take the Preliminary Scholastic Aptitude Test (PSAT), American College Test (ACT) or Scholastic Aptitude Test (SAT) approximately five weeks before a scheduled testing. The test dates and sites for the PSAT, ACT and SAT will be posted in the high school.

☐ take the PSAT, ACT or SAT. Some colleges and universities accept either the ACT or SAT; other schools prefer one or the other. Some schools do not require the ACT or SAT for admission but require students who have not taken them to do so during the fall semester of their first year in college.

Some Missouri colleges and universities accept the Missouri School and College Ability Tests (MOSCAT), Series III, for admission. This test is given in most Missouri high schools during the spring of the junior year.

☐ check on scholarship eligibility. Students who score high enough on the ACT or SAT may be eligible for scholarship consideration at their selected institutions.

Twelfth Grade

During the twelfth grade, your son or daughter should:

September

☐ if he or she has not taken the SAT or the ACT, or if he or she wants to try to improve the test score, register to take one of the tests approximately five weeks before a scheduled testing.

October

☐ obtain a free copy of *Meeting College Costs* or *Applying for Financial Aid* from the counselor's office. If these booklets are not available at the school, they can be ordered from:

Meeting College Costs
The College Board
Midwestern Regional Office
500 Davis Street, Suite 605
Evanston, Illinois 60201

Applying for Financial Aid
American College Testing Program
Midwestern Regional Office
300 Knightsbridge Parkway, Suite 300
Lincolnshire, Illinois 60009-9498

These booklets will help you estimate your son's or daughter's eligibility for financial aid and understand how the process works.

☐ contact the selected college or university for any special financial aid application instructions if your son or daughter plans to participate in a school's early decision program.

December

☐ pick up a Financial Aid Form (FAF) or a Family Financial Statement (FFS) from the counselor.

☐ look carefully at all the forms required by the selected schools and the application deadlines. Your son or daughter should have received specific information from the selected colleges. Be sure to submit applications before due dates.

January

☐ send the completed FAF or FFS forms to appropriate addresses as soon as possible after January 1.

☐ check with the financial aid office about scholarship programs unique to each institution.

Note: Students who have not made a decision about college by January may not be able to enroll at the school of their choice. Also, financial aid for the freshman year may be difficult to obtain if applications are filed after January. If your son or daughter makes a last-minute decision to attend college, check with the school counselor as soon as possible. The counselor may be able to help with late enrollment.

Financial Aid

Applying for Financial Aid

A variety of government-supported financial aid programs as well as private and institutional funds are available to college students. In most cases, students receive assistance based on financial need, although scholarships also are awarded for academic, athletic and artistic achievement. When investigating financial aid programs, remember that the assistance available may vary from college to college and that all institutions are not eligible to participate in all financial aid programs. Colleges and universities generally will put together a financial aid "package" for a student, drawing on several sources, including federal and state programs, the institution's own funds and private donors.

The major financial aid options are described on the next two pages. For more detailed information about financial aid programs, contact the financial aid office at the selected college or university, or talk with the high school counselor. Information about Missouri programs is available by writing the Coordinating Board for Higher Education, P.O. 1438, Jefferson City, MO 65102, or calling the Board's Student Financial Aid Information Service Center (314/751-3940). Contact the Federal Student Aid Information Center (see page 11) about federal student aid programs.

In applying for most types of aid, students and parents will need to complete either the Family Financial Statement (FFS) or the Financial Aid Form (FAF). These forms are available from the high school counselor or the financial aid officer at the selected college or university.

Students should be sure they meet all application deadlines and supply all the information required by the financial aid program and the institution they are considering.

Scholarships

Institutional Scholarships. Colleges and universities award a variety of their own scholarships. Students should contact the financial aid office at the selected college or university, or the high school counselor, for information about these opportunities.

Missouri Teacher Education Scholarship. The Department of Elementary and Secondary Education administers a program for one-year, nonrenewable, $2,000 scholarships for students who plan to be teachers. Applicants must score at or above the 85th percentile on a nationally-normed academic ability test or rank in the upper 15 percent of their senior class. Interested students should contact the high school counselor.

Military Scholarships. One-, two-, three- and four-year scholarships are available. The amount depends on the length and type of scholarship. Application deadlines differ for each scholarship. ACT or SAT scores must be provided at the time of application. Ask the high school counselor for the Scholarship Applicant Bulletin. The military science department on campuses offering ROTC programs also can provide the Bulletin and additional information.

Other Scholarships. In many communities, service organizations, local high schools, businesses, and other groups provide scholarships for seniors planning to attend college. The high school counselor should have information about these opportunities.

Student Loans

Missouri Guaranteed Student Loan Program (MGSL). The maximum annual loan amount is $2,500 for undergraduates. The interest rate is eight percent. Applications are available at college financial aid offices or at participating banks, savings and loan associations, and credit unions.

National Direct Student Loan (NDSL). Students can borrow money from the federal government through the selected college or university at a five percent interest rate. A maximum of $3,000 can be borrowed during the first two years of college. After the student completes two years, the maximum increases to $6,000. Applications must be made through the college financial aid office.

Missouri Prospective Teacher Loan Program. Students enrolled in approved teacher education programs in Missouri may apply for loans of $1,000 per year. For more information, contact the Missouri Coordinating Board for Higher Education, P.O. Box 1438, Jefferson City, MO 65102.

Repayment of student loans, including interest, generally begins after a student graduates or leaves school or enrolls for less than a half-time course load.

Parent Loans

Missouri Parent Loans for Undergraduate Students (MPLUS). This program enables parents of dependent undergraduate students to obtain guaranteed loans at a 12 percent interest rate. The maximum loan amount is $3,000 per year per dependent student up to $15,000. Parent loan applications, which differ from student loan applications, may be obtained from college financial aid offices or participating lenders. The completed application is submitted to the college financial aid office and then to the lender. Repayment, including interest, begins within 60 days of the date the loan is disbursed.

Grants

Institutional Grants. Colleges and universities provide funds each year for various student grants. Check with the financial aid office at the selected institution for details.

Pell Grants. These grants range from $250 to about $2,100 per year depending on a student's need. Like all grants, they do not need to be repaid. Use the FAF, FFS or Application for Federal Student Aid to apply. Check with the high school counselor or the college financial aid officer for more information.

Supplemental Educational Opportunity Grant (SEOG). The maximum SEOG award is $2,000 per year, and the amount is based on the student's financial need. These grants are included in appropriate student aid packages by college financial aid officers.

Missouri Student Grant Program (MSGP). The maximum award is $1,500 per year or one-half of the school's fees for the prior year, whichever is less. Use the FAF or FFS forms to apply.

Work-Study

College Work-Study (CWS). This is a federal financial aid program coordinated through college financial aid officers. Students may average about 15 hours of work per week when classes are in session. Apply directly to the selected college or university.

For More Information

Students may obtain the American College Test (ACT) applications, Family Financial Statement (FFS) forms and other information such as *Missouri Colleges: Admissions Testing Requirements* from the high school counselor or:

The American College Testing Program
Midwestern Regional Office
300 Knightsbridge Parkway, Suite 300
Lincolnshire, Illinois 60009-9498

* * *

Students may obtain the Scholastic Aptitude Test (SAT) applications, Financial Aid Forms (FAF) and other information from the high school counselor or:

The College Board
Midwestern Regional Office
500 Davis Street, Suite 605
Evanston, Illinois 60201

* * *

These publications are available free of charge from the federal government:

- *Five Federal Financial Aid Programs* contains descriptions and application information on the Office of Student Financial Assistance's five major financial aid programs.
- *Federal Student Financial Aid: Where Do You Fit In?* gives high school students a brief description of the major student aid programs administered by the federal government.
- *The Pell Grant Formula* explains the formula used to calculate the eligibility for dependent and independent students.

Write to:
Federal Financial Aid
P.O. Box 84
Washington, D.C. 20202

Federal Student Aid Information Center

Information on Federal Student Aid can be obtained from 9:00 a.m. to 5:30 p.m. (EST), Monday through Friday, by calling (301) 984-4070. This is a toll call. The Federal Student Aid Information Center offers information on Pell Grants and the Application for Federal Student Aid (AFSA).

Other Sources of Information

These publications are available from The American College Testing Program:

- *College Planning/Search Book* ($6.00)
- *Applying for Financial Aid: A Guide for Students and Parents* (Free)

Write to:

The American College Testing Program
Midwestern Regional Office
300 Knightsbridge Parkway, Suite 300
Lincolnshire, Illinois 60009-9498

* * *

These publications are available from The College Board:

- *Meeting College Costs* ($6.00 for 50 copies)
- *Index of Majors* ($11.95)
- *The College Cost Book* ($10.95)
- *The College Handbook* ($15.95)

Write to:

The College Board
Midwestern Regional Office
500 Davis Street, Suite 605
Evanston, Illinois 60201

* * *

Need A Lift? is a 132-page survey of educational opportunities, careers, loans, and scholarships. It is available for $1.00 from the American Legion.

Write to:

The American Legion
Department of Missouri
P.O. Box 179
Jefferson City, Missouri 65102

Missouri Department of Elementary & Secondary Education
P.O. Box 480, Jefferson City, Missouri 65102

June 1986

TRANSPORTATION

Transportation for all transfer students is paid for and arranged by the State Department of Elementary and Secondary Education. The day-to-day administration of the transportation system is coordinated through the Voluntary Desegregation Transportation Office, 7435 Watson Road. Dennis Hamann is the director.

The transportation office contracts with several bus and taxi cab companies to transport all voluntary transfer students on a daily basis. It is responsible for designing bus routes, assigning students to bus stops, and monitoring the bus and taxi companies.

For the most part, transportation is provided through the use of over 600 school buses. In rare instances in which a lone student lives in an isolated area, a taxi cab may be used.

Bus stops for students in grades kindergarten through five may be up to 1/2 mile from home. Grades 6 -12 may be up to one mile from home. Students must get on and off at the same stop in the morning and evening. In the case of kindergarten students who attend school half day in the morning, they might be dropped off at their front door around noon. Because of the great number of students involved, students cannot get door-to-door service.

In establishing pick up points, consideration is given to the student's age, safety and traffic conditions in the area. Occasionally a child may be assigned to a bus stop that the parent feels is unsafe. All requests for a bus stop change must be written and mailed to the Desegregation Transportation Office, 7435 Watson Road, Kenrick Plaza, Suite 100-A, St. Louis, MO

63119. A copy of the letter should also be mailed to the VICC office at 10601 Clayton Road, St. Louis, MO 63131. If the request is denied and the parent feels that the location is unsafe, the parent should call the VICC office at 432-0079. The executive director of the VICC will work with the parent and the Transportation Office to try to resolve the matter. The VICC office doesn't have the authority to make the change itself.

Information Parents Should Know

Changing Addresses

A change of address means a change in the bus stop. Families who move should notify the school several weeks before they move so that the new address can be reported on the proper form and sent to the Transportation Office. It takes Transportation five to seven working days from the date it receives the new address from the school to change a bus stop. It is important that families notify the school immediately when they know about an address change.

If the family doesn't notify the school until after they move, there's a good chance the child won't have transportation to school for a few weeks.

Parents On School Buses Or In Taxis

Parents cannot accompany their children on school buses or in taxi cabs to and from school.

Parents who visit their child's school during the day cannot ride the bus home with their child. Parents who schedule meetings with teachers or principals cannot ride the bus to school with their child. The state has not taken out insurance for adult riders.

Monitors

There are no adult monitors aboard the buses. Bus drivers are responsible for keeping students orderly. It is important that parents stress bus safety rules to their children and tell them they are to obey the driver at all times. The bus companies have supervisors who are available to monitor a particular bus on occasion if there is a problem.

Missed Bus

Students must be at the bus stop 10 minutes ahead of the scheduled arrival time each day and wait 15 minutes after the arrival time. If a bus doesn't show up within this time frame, the transportation office should be called at 962-5224.

If it is determined that the bus was missed because the students weren't where they were suppose to be, then additional transportation will not be sent. It will be the parents' responsibility to get the child to school.

If the bus did not show up because of mechanical breakdown or there was a substitute driver who was unfamiliar with the routes, then additional transportation will be sent. It takes time to coordinate follow-up transportation.

Children should know exactly what to do in case the bus doesn't show up.

Different Bus Stops For Brothers and Sisters

If several children live in a household and attend the same school district, but are at different schools, it is likely that they won't be scheduled to catch the same bus at the same stop at the same time.

For example, if you have an elementary aged child and a high school aged child who go to the same district, the high school pick up is likely to be quite a bit earlier in the morning than the elementary stop.

Shuttle System

In the past children have been picked up at the bus stop and taken directly to the school. In the future, many school districts will make use of the shuttle system whereby students from the same neighborhood are taken to a central location where they change buses under the supervision of bus drivers and supervisors from the bus companies. The students then proceed to the building. The shuttle system has proved safe, cost-effective and it cuts down on the number of buses needed at each school.

Illness During the School Day

Children who become ill at school will be sent home by taxi cab if there is a responsible adult at home to receive them. The school contacts the child's parents before sending the child home. The taxi driver is to walk the child to the door and obtain the signature of the receiving adult.

Inclement Weather

Sometimes county schools are open, but street conditions in the city are too dangerous for buses to get through. In that case, students should listen to KUSA, KXOK, KMOX, KATZ or KMJM radio stations to see if voluntary desegregation transportation is being provided. To find out if your child's school is closed, ask the school which station you should listen to.

When a school announces that it's operating on a snow schedule, then transportation for transfer students is not affected. The students will be picked up at the same time. However, they may arrive home later that day.

Suspension From Bus

When a child is suspended from the bus, then it is the parents' responsibility to get the child to and from school during the suspension period.

Transportation During First Weeks Of School

There are always a few bugs to be worked out during the first few weeks of school. Parents should be patient and make sure their children know what to do if a bus doesn't show up. If the telephones at the transportation office are constantly busy during the first few weeks, parents should call VICC at 432-0079. VICC will transmit the information to the transportation office by computer. There maybe a lengthy wait for parents to get a response when the information has to be transmitted by computer.

Summer School Transportation

The state provides summer school transportation in districts that meet the State Board of Education guidelines or Chapter I summer school programs.

For the most part, transportation is provided to one elementary and one high school within each district.

Pickup points in the city will be established so that no students are required to walk unreasonable distances.

Transportation is provided only to students who have been identified and whose names have been provided to the transportation office by the school 30 days prior to the first day of summer school. Therefore, parents should check with their school in early May to determine if their child is to be in summer school.

Extracurricular Transportation

Free transportation is provided for students who participate in extracurricular activities. Sometimes there may be a wait after school. For example, if a student is dismissed at 2:14 and participates in a basketball game that is scheduled to begin at 7 p.m., the student will not be transported home and back again by the transportation office. If the student goes home, he or she must get to the game on his or her own. Some districts have host family programs whereby a transfer student goes home with a resident student, has dinner and then returns to the school for the evening activity. If a child's school does not have a host family program, the parent should talk with the principal and help to get such a program started.

Bus Safety

Students are expected to observe general classroom conduct while riding the bus. Rules must be observed. For a pamphlet on bus safety, parents may call the VICC office at 432-0079.

RESOURCES AVAILABLE TO PARENTS

Parents have a multitude of resources available to help them help their child have a positive educational experience. What follows are brief descriptions of some of those resources.

School counselors

School counselors are available to assist students in areas of career guidance, scholarship information, scheduling of courses, and personal counseling. Some districts have crisis counselors who are called into particular schools to intervene if the child is in danger or has undergone a traumatic experience. Most elementary and middle schools have counselors on duty. High schools generally have several counselors. Parents should be aware that the ratio of students to counselors in the elementary setting may be as high as 750:1. At the middle and high school level it may be 390:1. Counselors frequently are involved with paperwork and discipline and generally do not get to know each student personally. Parents should make it a point to keep track of their child's credits and courses and to specifically ask counselors if information is needed about scholarships, tests or college entrance requirements.

School psychologists

Some schools have access to a psychologist who works with schools in a given district. Psychologists can assist at the request of parents or a member of the school staff to provide testing or psychological assessments or refer families to psychologists or psychiatrists if long-term counseling or therapy is needed.

VICC Counselors

VICC has two professionals on staff who have advanced degrees in counseling. They are available to assist with concerns related to the transfer program. Parents are first encouraged to work through their school district before contacting the VICC office. Occasionally VICC counselors accompany parents during meetings with school officials.

VICC Contact Persons

Each district participating in the transfer program has designated a contact person to work with transfer families and serve as the liaison between the district and the VICC office. Contact persons generally are district administrators who fulfill a variety of responsibilities in addition to serving as the contact person. Some contact persons are directors of student services, others are assistants to superintendents, some have the title of desegregation coordinators.

Contact persons for the 1989-90 school year are:

Affton

Mrs. Gay Tompkins

638-8770

Bayless

Mr. Hector Garcia

631-2244

Brentwood
Mr. Earl E. Brown
962-4507

Clayton
Dr. Virginia Beard
726-5210

Hancock Place
Mrs. Mary Lou Childers
544-1200

Hazelwood
Dr. Robert Capp
921-4450

Kirkwood
Dr. Vern Beckmann
965-9541

Ladue
Dr. Gerald Manker
994-7080

Lindbergh
Ms. Dawn Murray
842-3800

Mehlville
Dr. Marvin Anthony
892-5000

Parkway
Dr. Philip Graham
851-8100

Pattonville

Dr. Marlin Jackoway

298-4421

Ritenour

Ms. Donna Gnagi

429-3500

Rockwood

Mr. Tom J. Krebs

938-5225

Valley Park

Mr. Philip Wedel

225-4151

Webster Groves

Ms. Linda Yarbrough

Ms.Sally Knight

961-1233

Special School District
Of St. Louis County

Ms. Betty Walls

569-8197

The Parent Advisory Committee

The Parent Advisory Committee is made up of city parents with children in county schools and county parents with children attending county schools that are accepting voluntary transfer students.

One of the roles of the committee is to keep VICC informed of the concerns of parents related to the transfer program.

Parents interested in serving on this committee should call the contact person in their district or Vickie Williams at 432-0079.

VICC Resource Center

Resource materials are available through the resource center that can help parents and school officials make the transfer experience beneficial for children. Items include pamphlets, brochures, articles, books, fact sheets and other items that contain information that range from parenting skills to tips on establishing a successful multicultural classroom. There are materials on how to help your child with math and reading, how to build self esteem in a child and tips on transferring your child to a new school. There is also a list of community resources available. The resource center is open from 8 a.m. to 4:30 p.m. Monday through Friday. Parents may obtain a list of materials available by calling Vickie Williams at 432-0079.

VICC Black History Repository

The repository consists of videos, books, articles and information related to the rich black history of St. Louis and

Missouri. The repository was created by Rev. Robert Tabscott of the Elijah P. Lovejoy Society. Materials can help parents expose children to the many accomplishments of historical figures in our community. Items may be checked out of the repository. A bibliography is available. The repository is located at the VICC office at 10601 Clayton Road. For information, contact Robert Tabscott at 432-0079.

Glossary Of Terms Used By Schools

Listed below are some of the common terms used in schools by teachers, principals and counselors.

Achievement tests - school districts usually give these standardized tests to students annually to see how well the students have learned the material that has been taught. These tests are usually administered in the spring or fall. The tests are not meant to measure how intelligent a child is. Some of the more common tests are the California Achievement Test (CAT), Missouri Mastery and Achievement Test (MMAT) and the Iowa Basic Skills.

ACT - American College Test. This test or the SAT is required for acceptance for some colleges and universities. It is administered to 12th graders.

Curriculum - the various courses offered in an educational system that leads to a diploma.

Expulsion - when a student is put out of a school permanently. This occurs after: notification to parent; opportunity for a hearing before the school board; and a vote by the board.

GED - graduation equivalence diploma. A means for students to obtain a diploma if they have dropped out of school.

IEP - this stands for Individualized Education Plan. It is an educational plan for students receiving special education services. The plan is drawn up in a conference with the child's parent, the regular classroom teacher and the special education representative.

IQ - stands for intelligence quotient. IQ tests measure a student's potential for learning. These tests are administered by the schools. The average intelligence score is 100.

PSAT - Preliminary Scholastic Aptitude Test. This is given for practice to 10th graders for the Scholastic Aptitude Test. It is given to 11th graders who are college bound. Merit scholars are identified by their results on the PSAT.

Remedial - additional assistance for students who are not performing at grade level.

Resident student - a student who attends the school in the district where he or she lives.

SAT - Scholastic Aptitude Test. This test or the ACT test is required for acceptance for many colleges and universities. It is administered to 12th graders.

Settlement Agreement - a written plan drawn up and approved by the court in 1983 by the majority of the parties in the school desegregation suit filed by Minnie Liddell in 1972. The Settlement Agreement outlines the cross-district school desegregation plan.

Suspension - when a student is prohibited from attending school or any school activities for a specified number of days that generally ranges from one day to 90 days. Short term suspensions (up to 10 days) are given by the building principal. Long term suspensions are decided by the superintendent and/or a discipline committee appointed by the superintendent.

Transfer student - a city student who attends school in St. Louis county under the voluntary student transfer program or a county student who attends a city school under the program.

APPENDIX

SCHOOL DISTRICT OBLIGATIONS BY LAW

The of Missouri schools are governed by the Missouri constitution and the Missouri Public School Laws passed by the Missouri legislature. The basic statutes provide guidelines for handling the majority of problems that school districts encounter. These laws are available to citizens for review at the school districts.

The Constitution of Missouri states that the General Assembly shall establish and maintain free public schools for the gratuitous instruction of all persons in this state within the ages not in excess of 21 years as prescribed by law. The State Board of Education believes that "one of the fundamental rights of each individual is the right of equal access to educational opportunity - regardless of race, creed, or socioeconomic status. Each person receiving the benefits of Missouri's educational services should have the same opportunity to develop intellectually, physically, socially and vocationally commensurate with his/her developmental ability."

The law defines school districts and their boundaries, how districts are to be organized, who is eligible to serve on boards of education, state discipline guidelines and all other laws applicable to schools.

All school districts follow these laws when they set their rules and regulations. If you as a parent should have questions about a particular procedure, ask the district to share with you its written policies (guidelines to implement statues and laws) on the specific issue.

The Settlement Agreement, which outlines the components of the inter-district voluntary school desegregation program in the St. Louis metropolitan area, is a legal document and schools are obligated to comply with its components in the same manner as they comply with school laws.

SETTLEMENT AGREEMENT SUMMARY

I. VOLUNTARY INTERDISTRICT TRANSFERS

The purpose of this provision is to assure opportunities for interdistrict transfer for black students in the City of St. Louis. The Settlement establishes (1) a plan goal of 25% black students and 75% white students and (2) a plan ratio of at least 15% black students. Under the plan ratio, a district is required to accept 15% black transfer students unless that number would increase the total district black enrollment to more than 25%. Black students who are members of the racial majority in a St. Louis Public School with 50% or more black enrollment have the right to transfer voluntarily to another school and district in which they would be in the racial minority. White students who are members of the racial majority at a school in a district with more than 50% white enrollment have the right to transfer voluntarily to a district and school in which they would be in the racial minority.

II. MAGNET SCHOOLS

A, Magnet schools may be a whole staff, curriculum and facility or part of a school (magnet program), may be part-time and may operate during non-regular school hours. Each magnet must provide basic academic instruction in addition to the specialized curriculum.

B. The Settlement authorizes but does not mandate programs for 1983-84 and 1984-85.

C. A six member magnet review committee composed of two persons representing the city board, two persons representing the county school districts, one person representing the Caldwell Plaintiffs (NAACP) and the Liddell Plaintiffs and one person representing the State shall review applications for new or the expansion of existing magnets and biannually review the quality of magnets.

D. Students of majority race in their assigned district are eligible for magnets. Enrollment in magnets is to be 50/50 black/white with an allowable variance of 10%.

III. IMPROVEMENT OF QUALITY OF EDUCATION - ST. LOUIS CITY SCHOOLS

Chapter 4 of the Settlement establishes (1) plans for improvement of the quality of education throughout St. Louis Public Schools and (2) special provisions to improve instructional quality in the non-integrated schools. More detailed information, including budgetary matters, will be reviewed as the implementation schedule is developed.

IV. PART-TIME EDUCATIONAL PROGRAMS

A. Part-time ancillary programs are those programs presently in operation in the St. Louis Public Schools which may be expanded to include participating districts. They include such programs as Pairing and Sharing, The School Partnership Program and Springboard to Learning.

B. Cultural/education institutions have made commitments to participate in cooperative programs designed to bring together students from city and county schools for programs beyond the classroom.

C. Part-time specialty programs at the secondary level are those in which students shall attend classes for a half-day for a complete semester or full year. They include Honors Art, Honors Music, Transportation and Mass Media.

V. FACULTY

The purposes of hiring practices described in the Settlement are to increase the number of black applicants who satisfy the school district's standards for employment and to seek to achieve a goal in its staff of teachers of at least 15.8% black and administrative staff of 13.4% black. Obligations relating to hiring black teachers and administrators shall terminate at the time hiring goals are reached or pupil goal of 25% black is reached, whichever comes first. Voluntary interdistrict transfer of teachers will also be used to attain affirmative action goals and to enhance desegregation efforts.

VI. PARENT INVOLVEMENT

Parents of transferring students shall be encouraged to participate in the educational process. A parent advisory council with representation from all districts may be constituted on an annual basis.

VII. TRANSPORTATION

The State Department of Elementary and Secondary Education shall provide transportation for all interdistrict transfer students enrolled in regular or magnet schools who live more than a mile from school and for all students in part-time ancillary or special programs.

VIII. ADMINISTRATION

A. A Voluntary Interdistrict Coordinating Council (VICC) shall be established to coordinate and administer the student transfer and voluntary teacher exchange provisions. Membership shall be one person selected by each school district, one person each selected by the NAACP and the Liddell Plaintiff group, and one person employed by the State Department of Elementary and Secondary Education. The VICC shall employ an Executive Director who shall be responsible for the overall administration of the program and shall employ such staff as may be necessary.

B. A student Recruitment and Counseling Center shall be established to process all applications for student transfers, maintain records and collect and analyze student data.

IX. FINANCE

A. For host districts, the state must pay the total cost per pupil for each full transfer into the district.

B. For home districts, each district must choose one of the following options. (1) For each voluntary transfer out of the district, it shall receive one half the state aid it would have received if the student had remained. (2) Beginning in 1984-85, if a district sends more students than it receives, it shall use the enrollment county of the second preceding year to determine state aid and trust fund allocations.

X. STAY

A. The interdistrict aspects of the case are stayed for five years. The court will be able to enforce the Settlement during that time.

B. When the district reaches it goal, it is entitled to a final judgement declaring that its interdistrict obligations are met.

C. If a district does not meet its goal within five years, it must complete a monitoring and negotiation process set forth in the Settlement.

D. If it is still not in compliance after those processes are complete, the plaintiffs may renew interdistrict litigation. Plaintiffs must then establish the district's liability and are limited in the remedies they may seek.

A CHRONOLOGY:

INTEGRATING ST. LOUIS SCHOOLS

..........1954..........

In one of its most significant rulings in history, the U.S. Supreme Court decides, in *Brown v. Board of Education of Topeka, Kansas*, that it is unconstitutional to require black and white students to attend separate schools. Seventeen states, including Missouri, had such a law on their books.

..........1972..........

A group of five black North St. Louis parents, led by Minnie Liddell, files a complaint in the U.S. District Court, claiming that certain practices by the city's school board and the state of Missouri are responsible for segregation in the St. Louis school system.

Their suit, *Liddell v. Board of Education*, filed on February 18—a Friday—alleges that both the previous and the current school boards had carried out practices that "(had) the actual effect of discriminating on the basis of race against black children attending the public schools." They contend that the boundaries of the five school sub-districts in the city had been drawn in such a way as to promote segregation, and ask for the boundaries to be redrawn so that they are not racially identifiable. The plaintiffs suggest that, to reach a true solution to the problem of segregation in the city schools, perhaps county school districts may have to become part of any plan developed. Chief Judge James Meredith will preside.

Minnie Liddell: She filed the suit.

..........1973..........

Responding formally to the suit, the school board, not denying that segregation exists in its schools, says the cause and responsibility for the segregation lie outside of the schools. The problem, they say, is in the demographic structure of the city: Certain neighborhoods and areas are predominantly black, others white. Another obstacle to achieving racial balance in the city schools is that more than 70 percent of the students in the city are black. In December, the school board asks that the County and County school districts be added as codefendants in the case, but the motion is denied.

..........1975..........

On Christmas Eve, nearly four years after the suit is filed, Meredith approves a consent decree drawn up by attorneys for both sides. Through the decree (developed to avoid the lengthy and often angry litigation experienced in other urban desegregation suits), the school board agrees to increase its number of minority teachers and promises to attempt to "relieve the residence-based racial imbalance in the city schools." They also agree to report on their progress in setting up magnet schools.

..........1976..........

The NAACP objects to the settlement, saying that it cannot provide effective desegregation of the school system. Meredith does not allow them to enter the case, however, since, he says, they had more than three years—between the day the suit was filed and the day the consent decree was approved—to enter it but had not done so. Meredith also says the interest of blacks had been adequately represented on the original case.

The NAACP appeals Meredith's refusal of their request to intervene and the Eighth U.S. Circuit Court of Appeals grants them permission to intervene.

......1977-1978......

Several groups are added to the case. As defendants with the school board: The State Board of Education and the State Commissioner of Education. As plaintiffs: The City of St. Louis and two groups of white parents. Because of the increased complexity of the case with the addition of these groups, Meredith opens hearings to determine if, indeed, the city schools are guilty of a constitutional violation because of segregation. The hearings last five sessions and thirteen weeks—from October 17, 1977 until May 26, 1978—and generate more than 7,000

PHOTOGRAPH BY DUPUY

BY JOE SCHUSTER

pages of transcripts.

..........1979..........

On April 12, Meredith rules that the city school board has not intentionally segregated black students from white students. He says the principal cause of the segregated conditions is the city's housing balance and that, following the 1954 *Brown* decision, the school board had assigned students to neighborhood schools without regard to race and that the board, in drawing the school boundary lines, could not have foreseen the population shift in the subsequent years. Meredith instructs the board to provide an updated report according to the settlement reached in 1975.

..........1980..........

The Court of Appeals reverses Meredith's decision, saying the city board and the state were responsible for maintaining a segregated school system. The appeals court cites that the Missouri Constitution contained an article calling for separate schools until 1976. The Court also says the state had not taken proper steps to insure desegregated city schools and that actions by the city's school board following the *Brown* decision had, indeed, contributed to segregation. The Court suggests the development of an exchange program between the city and the county, and returns the case to Meredith.

In April, school officials submit a draft of a desegregation plan to Meredith. After hearings during May, Meredith approves the plan, calling for desegregating city schools in September with a transfer of 7,500 students. He also orders the preparation of a voluntary, interdistrict plan among others.

In December, citing health problems, Meredith steps down from the desegregation case. U.S. District Judge William L. Hungate, who had been sworn as a judge by Meredith fourteen months earlier, is assigned to the case.

..........1981..........

In January, the city school board and the NAACP file separate motions asking that school districts and other governmental parties in Jefferson, St. Charles, and St. Louis counties be added as defendants in the case.

In July, Hungate proposes a regional voluntary desegregation plan and calls for responses from 39 school districts. The plan, drawn from several proposed plans, would require the state of Missouri to pay for transportation costs and also supplemental aid to those districts that participate. On August 6, the deadline for response to the plan, only four districts approve it, but ask for some changes. (The four are the Clayton, Kirkwood, Ritenour, and University City school districts.)

Two and a half weeks later, Hungate adds as defendants seventeen school districts in St. Louis County. He does not add as defendants the four districts that had approved of the voluntary plan as well as the Ferguson-Florissant district, which had been part of an earlier desegregation case. (The order in that case called for the Ferguson-Florissant district to merge with the predominantly black districts of Kinloch and Berkeley.) On the next day, the Pattonville district asks to join the voluntary plan. Others begin considering it.

U.S. District Judge William Hungate.

..........1982..........

In August, Hungate announces that he will consider calling for mandatory desegregation of schools. The plan—a combination of several submitted by the city, the state, and three experts—calls for the merger of the city and county school districts into four sub-districts governed by a single board. The plan, he says, will only be implemented if a suitable voluntary plan, agreed to by city and county districts, cannot be developed and the county school districts are found liable for the segregation that exists in the city schools.

During the next half-year, the city and county school districts work to reach agreement on such a voluntary plan.

..........1983..........

In February, an agreement on a voluntary plan is announced. The plan is endorsed by officials in twenty of the 23 county districts. County school boards debate the plan.

Six weeks later, on March 30, a final settlement plan—now approved by all districts—is given to Hungate. After two months of fairness hearings, Hungate announces on the day after Independence Day, 1983, that he approves the plan.

It calls for the interdistrict transfer of students; by the fifth year of the plan, an estimated 15,000 students will be attending schools outside of their home districts for the purpose of desegregation.

The state of Missouri is responsible for the costs of the voluntary interdistrict plan and must also pay one-half of the cost of improvements in the city schools as specified by Hungate's order.

Hungate also directs the city to submit a bond issue to its voters to pay for its share of the improvement costs. If the issue fails to pass, Hungate reserves the authority to consider making an appropriate order to pay for the improvements. He also orders that a property tax rollback, approved earlier by city residents, be canceled.

The state of Missouri appeals the settlement, saying they cannot bear the burden of paying for the plan—they estimate the cost will be in the hundreds of millions over five years; estimates of the cost by others are less. The Court of Appeals holds hearings on November 28.

..........1984..........

On February 8, the Court of Appeals announces it is upholding Hungate's decision in the school desegregation case. An exception is that the Court reinstates the property tax rollback for city residents during the 1984-85 school year. The Court says should sufficient evidence be found that all other avenues of securing funds necessary for the city to pay its share of costs under the plan be exhausted, Hungate will have the authority to order a solution, including ordering a tax increase and once again canceling the property tax rollback.

The state appeals the case to the U.S. Supreme Court. No decision, including whether or not the court will consider the case, is expected until the Court begins its fall sessions in October. (The Court refused to hear two earlier appeals by the state in the case.)

.........Today.........

During the 1983-84 school year, more than 3,000 students transferred to schools outside their home districts as part of the desegregation plan. According to Dr. Charles Willie, a Harvard University professor and an expert in desegregation cases, the St. Louis plan is a landmark in the history of desegregating schools. When the 1984-85 school year begins in the next few weeks, he says, the number of students participating here will make the St. Louis plan the largest voluntary interdistrict program in the nation. □

FIRST CALL FOR HELP

NUMBERS TO KNOW - ST. LOUIS CITY & COUNTY

of Greater St. Louis

A list of selected emergency, 24-hour, and informational numbers of public and voluntary agencies compiled by First Call For Help (formerly Information and Referral Service) of the United Way of Greater St. Louis. The free, confidential service is open 24 hours a day at 421-INFO (4636). Note: A listing here does not indicate United Way membership or endorsement; it is solely provide community information. (Summer 1987)

Abused Women's Support Project 535-8425
Adult Education Council 726-1210
Aging, Area Agency on: St. Louis (City) 622-3381 / I & R-VIP Center 241-4646
  Mid-East (St. Louis County) 962-7999 / I & R 962-0808
AIDS (Acquired Immune Deficiency Syndrome) Information - See VD/STD
* Al-Anon & Alateen Groups 645-1572
* Alcoholics Anonymous 647-3677
* Alcoholism Information Center (National Council on Alcoholism) 962-3456
* Ambulance, Fire, Police 911
* American Red Cross, St. Louis Bi-State Chapter 658-2000
Arts & Education Council 367-6330
* Better Business Bureau 531-3300
Birth Control Information 647-2188
* Birthright Counseling 962-5300
Bi-State Bus Information 231-2345 / TTY 982-1555 / Community Services 982-1408
Call for Action (KMOX Radio; Open Lines 11-1 weekdays) 421-1975
Cardinal Ritter Institute (information/services for aged) 652-3600
* Child Abuse Counseling (Family Resource Center) 534-9350
* Child Abuse Hotline (State Division of Family Services) 1-800/392-3738
Child Day Care Association 241-3161
Christian Ministries 535-0679
Citizens Information/Research Center (CIRC; League of Woman Voters) 727-8668
Coast Guard Search & Rescue 425-4614
Consumer Credit Counseling Service 773-3660
Consumer Fraud Hotline (State Attorney General) 1-800/392-8222
Contact 771-0404 / TDD/voice 664-9393 / * TDD/voice (deaf emergency) 664-9301
Courtney Comprehensive Health Center (City of St. Louis) 622-3860
* Crisis/Suicide Intervention (Life Crisis Services) 647-HELP (4357)
* DART (Drug & Alcohol Rehabilitation & Treatment) 569-2161
Dental Society Dentist Referral Service 965-5960
* Detoxification Center (St. Louis State Hospital) 644-8149
Dial Help (Catholic Charities; 8-8, weekdays, 10-6 other days) 371-HELP (4357)
Easter Seal Society, St. Louis 776-1996
Educational Opportunity Center 991-2700
* Elderly Abuse Hotline (State Division of Aging) 1-800/392-0210
Employment Service, State, St. Louis Downtown Office 231-7348
* Entertainment Hotline ("Fun Phone") 421-2100
Environment, Missouri Coalition for the 727-0600
Family & Personal Support Centers 371-6500 / Intake Center 533-8200
Family Planning Council 968-8092 / Family Planning, Inc. (clinic) 427-4331
Family Planning Information Center 647-2188
Federal Information Center 425-4106
Federal Job Information Center 425-4285
* First Call For Help (United Way information & referral) 421-INFO (4636)
Food Bank, St. Louis Area (no service to individuals) 383-3335
Food Stamps (Division of Family Services): City 658-8000 / County 426-9600
Health/Medical I & R: St. Louis Metropolitan Medical Society 371-5225
 *Visiting Nurse Assn. Healthcare Information VNA-CARE (862-2273)
Health/Medical Topics on Tape: * HealthLine 298-8555 / Tel-Med 531-5050
Hearing & Speech Centers, St. Louis 968-4760 / Downtown 241-6576
* Highway Patrol, State 434-5500
Homer G. Phillips Ambulatory Care Center 371-3100
Horticulture Answer Service (Missouri Botanical (Shaw's) Garden) 577-5143
* Hospitals, Public: St. Louis Regional Medical Center 361-1212 / Malcolm Bliss Mental Health Ctr. 241-7600 / St. Louis State Hospital 644-8000 / Truman Center 768-6601
Human Development Corporation (City of St. Louis & Wellston) 652-5100

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* Is available at all times or gives or takes recorded messages after hours.

* Humane Society Field Service 647-8800
* Hunger Hotline (Operation Food Search) 652-2579
Lawyers Reference Service (Bar Assn.) City 622-4995 / County 889-3073
Legal Services E. Missouri (Legal Aid) 367-1700 / Elderly Law Unit 454-6840
Legal Topics on Tape: Tel-Law 421-0255
Life Crisis Services 647-3100 / * Crisis Intervention/Hotline 647-HELP (4357)
Literacy Council 351-4412
Long Term Care Ombudsman Program (Lutheran Mission Assn.) 534-3345
Lost Pet Information (Tracers of Lost Creatures) 961-4455
Meals on Wheels (Church Women United) 771-1970
Medicare Information: Part A 658-4351 / Part B 843-8880
Mental Health Association 961-5957
* Mental Health Resources & Referral (Life Crisis Services) 647-HELP (4357)
Methodist Metro Ministry, United 534-1010
Metroplex (St. Louis County) 961-8797
Missouri State: Division of Aging 444-7300 / Institutional Services 444-7360
  * Elderly Abuse Hotline 1-800/392-0210
  Employment Security St. Louis Downtown Office 231-7348
  Family Services St. Louis Downtown (Children's Services) 444-6800; St. Louis
    Midtown (Income Main., Food Stamps, Medical Asst./Nursing Care) 658-8000
    St. Louis County 426-9600 / * Child Abuse Hotline 1-800/392-3738
    Parental Stress Helpline 1-800/367-2543
    St. Louis Offices: Governor Ashcroft 444-6900 / Lt. Gov. Woods 444-7480
* Mother's Hotline 965-5437
NASCO Central 241-4310 / West 647-5444 / Hotline 436-2832; Nights 241-0050
* New Life Evangelistic Center 421-3020
Paraquad (information/services for disabled) 776-4475 / TTY 776-4415
Parental Stress Helpline (State Division of Family Services) 1-800/367-2543
* Parents Anonymous 773-0982
Planned Parenthood of St. Louis 781-3800 / Information Center 647-2188
* Poison Center, Cardinal Glennon Regional 772-5200
Post Office Information 436-4410 / Zip Codes 436-4454
Problem Pregnancy: Birthright 962-5300 / Reproductive Health Services 367-0300
* Rape Hotline (Women's Self Help Center) 531-2003
* RAVEN (self-help counseling project for abusive men) 725-6137
Reproductive Health Services (pregnancy counseling/medical clinic) 367-0300
* Runaway/Troubled Youth National Hotline 1-800/621-4000
St. Louis Association for Retarded Citizens 569-2211 / * Emergency 429-9091
St. Louis City: Board of Education 231-3720 / Citizens Service Bureau 622-4800
* Crime Hotline 622-4888 / Disabled, Office on 622-3686; TTY 622-3693
    Health Div. 658-1054 / Public Library 241-2288 / Victim/Witness 622-4822
St. Louis County: County Library 994-3300 / County Older Resident Programs
  (CORP) 889-3516 / Dept. Community Health & Medical Care (DOCHMC) 854-6000
  Disabled I & R (Productive Living Board) 726-6016; TTY 726-1910
St. Vincent de Paul Society 531-2183
Salvation Army: 533-6861 / Family Service Dept. & * Emergency Lodge 534-1250
  Harbor Light (men) 652-3310 / * Hope Center (Residence for Children) 773-0980
  773-0980 / * Shelter Coordinator (at Hospitality House) 772-0801
Social Security 679-7800 / Teleservice 1-800/392-7600
* Sportsline 321-1111
* Suicide/Crisis Intervention (Life Crisis Services) 647-HELP (4357)
Sunshine Mission (men) 231-8209
* Time & Temperature 321-2522 / Weather Forecast 321-2222 / 421-5555
Transportation Service (aged/disabled): Available City-Wide (ACTS - St. Louis
  City) 534-4600 / Older Adults (OATS - St. Louis County) 822-1711
Travelers Aid, Mullanphy 241-5820
United Way 421-0700 / * First Call For Help 421-INFO (4636)
Urban League 371-0040
VD/Sexually Transmitted Disease Information City 658-1025 / County 854-6656
Victim Service Council (St. Louis County) 889-3075
Victims of Crime, Aid for (St. Louis City) 652-3623
* Visiting Nurse Association 533-9680 / Healthcare Information VNA-CARE 862-2273
Women's Self Help Center 531-9100 / * Hotline 531-2003
* Youth Emergency Service (YES) 727-6294

CITY AGENCIES PROVIDING ASSISTANCE TO FAMILIES OF SCHOOL CHILDREN

F: Food
C: Clothing
Fn: Furniture

NAME AND ADDRESS	PHONE	TYPE OF ASSISTANCE
Aunts and Uncles 1408 N. Kingshighway 63113	454-1333	Shoes only
Caritas Center 1567 Salerno Dr. 63133	726-4791	F, C, Fn.
Child's World 7290 Manchester 63105	781-6610	C, F
Christian Ministries 1826 Olive 63103	241-0679	F, C, Fn.
Council Shop 6172 Delmar 63112	726-0152	C, Fn.
* Father Dempsey's Charities Father Jim's Store 4217 N. Grand 63107	531-7527	Fn.
Food Crisis Network 1210 Locust 63103	621-8840	Referral Information Only
* Goodwill Industries 4140 Forest Park 63108	371-6320	C, Fn.
Greeley Community Center 2240 St. Louis 63106	241-0104	F, C
Hosea House 2652 Iowa 63118	773-9027	F, C, Fn.
Kingdom House 1321 S. 11th 63104	421-0400	F, C
New Life Evangelistic Center 1411 Locust 63103	421-3020	F, C
Salvation Army 2827 Clark 63103	534-1250	F, C

NAME AND ADDRESS	PHONE	TYPE OF ASSISTANCE
Seventh Day Adventist Community Services 2515 Woodson 63114	429-0216	F, C
Society Of St. Vincent DePaul 4140 Lindell 63108	371-4980	F, C
United Methodist Metro Ministry 1408 N. Kingshighway 63113	454-1100	F, C
United Church Of Christ Neighborhood Houses		
Caroline Mission 2936 Eads 63104	773-1107	F, C
Dignity House 812 N. Union 63108	361-8400	F, C
Fellowship Center 1121 N. 9th 63101	231-0273	F, C
Plymouth House 1919 O'Fallon 63106	231-6677	F, C
St. James Community Center 1455 E. College 63107	261-2220	F, C
Walnut Park Church and Community Organization 4961 Thrush 63120	383-2857	F, C
AmVets (Stores)		
* 3722 S. Grand 63111	771-3360	F, C, Fn.
* 4231 N. Grand 63107	535-3775	F, C, Fn.
Veterans Village (Stores)		
* 3617 Delmar 63108	535-9141	F, C, Fn.
* 4236 Natural Bridge 63115	531-7454	F, C, Fn.
* 6121 Wells 63133	389-6215	F, C, Fn.

* Items for sale only

NAME AND ADDRESS	PHONE
Health/Mental Health Services	
Cardinal Glennon Hospital **1465 S. Grand 63104**	865-4000
Cochran Health Center **1121 N. 7th 63101**	436-2026
Center For Family Mental Health 3827 Enright 63108	535-2600
Grace Hill Neighborhood Health Center 2600 Hadley 63106	241-2200
King-Fanon Mental Health Center 724 N. Union 63118	361-4970
St. Louis Children's Hospital 500 S. Kingshighway 63110	367-6880
St. Louis Comprehensive Neighborhood Health Center 5471 Dr. M. L. King Drive 63112	367-5820
Washington University Child Guidance Clinic 369 N. Taylor 63108	361-6884

MENTAL HEALTH Children and Youth
ST. LOUIS CITY

Annie Malone Children's Home
2612 Goode, 63113
531-0120

Cardinal Glennon Hospital
1465 South Grand, 63104
577-5600

Child Guidance Clinic
Washington University
Children's Hospital, 63110
454-6201

Children's Study Home
3827 Enright, 63108
533-9248

Father Dunne's Boys Home
4235 Clarence, 63115
382-4887

Missouri Division of Youth Service
539 N. Grand, 63103
534-6000
St. Joseph's Home for Boys
4753 South Grand, 63111
481-9121

St. Louis Children's Hospital
500 South Kingshighway, 63110
367-6880

St. Louis Christian Home
3033 North Euclid, 63115
381-3100

St. Louis Public Schools
Board of Education
911 Locust, 63101
231-3720/241-0979

Hawthorn Children's Psychiatric Hospital
5247 Fyler Avenue, 63139
644-8000

United Methodist Children's Home
3715 Jamieson, 63109
647-6510

RESOURCES FOR FAMILIES AND YOUTH
ST. LOUIS COUNTY

AGING INFORMATION AND DIRECTION SERVICES

PHONE: 241-4646
HOURS: 8:00 a.m - 4:30 p.m., Monday-Friday
FEES: None

A telephone service providing information on nursing care and other senior citizen services. Information and referral. A United Way Agency.

ALANON/ALATEEN

ADDRESS: 2683 South Big Bend, Room 17 63143
PHONE: 645-1572
HOURS: Business Hours: 9:00 a.m. - 3:00 p.m., Monday-Friday
Phone Service: 7:00 a.m. - 11:00 p.m. 7 days a week
FEES: None

For families of alcoholics. Helps them to cope with their feelings of having an alcoholic in the family and living with that person. Serves children between ages of 12 and 20 who have alcoholic parents. Call above number and they will put you in touch with group in your area.

ALCOHOLICS ANONYMOUS

ADDRESS: 2683 South Big Bend - Room 17
PHONE: 647-3677
HOURS: Business hours: 8:00 a.m. - 5:00 p.m. Monday-Friday. Phone service 24 hours
FEES: None

Provides short term counseling and referrals for people with alcohol related problems.

ANNIE MALONE CHILDREN'S HOME

ADDRESS: 2612 Goode 63113
PHONE: 531-0120
HOURS: Office: 9:00 a.m. - 5:00 p.m., Monday-Friday
FEES: Sliding Scale

Provides residential care for children 5-18 who are neglected, dependent, abused, and mildly disturbed boys and girls in need of group living experience. Treatment oriented. Casework services, structured programs, psychological and psychiatric services also provided.

BLACK STUDIES INSTITUTE

(See Educational & Psychological Development Center)

CARE & COUNSELING, INC.

ADDRESS: 12145 Ladue Road 63141
PHONE: 878-4340
HOURS: 9:00 a.m. - 5:00 p.m., Monday-Friday
Evening hours by appointment
FEES: Sliding scale

Provides individual, marriage, family, and youth counseling for all types of problems.

CATHOLIC CHARITIES OF ST. LOUIS

ADDRESS: 4532 Lindell 63108
PHONE: 367-5500
HOURS: 8:30 a.m. to 5:00 p.m., Monday-Friday
FEES: Sliding scale

Provides the following services: Individual and family counseling; Outreach Services to youth in their homes; Foster family care; Residential Group Care; Day Treatment; Parent Growth Groups; Adoption Services; Unmarried parent services.

CATHOLIC FAMILY SERVICES

ADDRESS:	PHONE
Northwest District Office: 15 St. Anthony Lane 63031	831-1533
South District Office: 8039 Watson Road 63119	968-8010
St. Charles Office: 1360 South 5th Street 63301	946-6014 Toll free
Arnold Office: 2300 Church Road	296-5445

Hours: 8:30 a.m. - 5:00 p.m., Monday-Friday
Evening hours by appointment only.
Fees Sliding scale

A counseling agency providing individual, family and marital counseling services. Workshops on parenting, teenagers' groups, etc. on request.

CENTER FOR APPLIED PSYCHOLOGY

ADDRESS: 100 North Euclid, Suite 1010, 63108
PHONE: 968-2213
HOURS: Call for appt. Monday-Friday
10:00 a.m. - 4:30 p.m.
FEES: Standard fees for different types of counseling. Sliding scale arrangement if needed for long term therapy. Licensed Clinical Psychologist, MSW and MD on staff.

Provides individual, group, and marriage counseling.

CENTER FOR HUMAN CONCERN

ADDRESS: 7206 Cornell 63130
PHONE: 863-6355
HOURS: 1:00 p.m. - 9:00 p.m., Monday and Thursday;
12:00 p.m. - 6 a.m. Friday;
9:00 a.m. - 1:00 p.m. Saturday
FEES: Counseling services $45/$60 hour

Offer individual, sexual, and marital counseling.

CENTER FOR PERSONAL FAMILY AND CHILD GUIDANCE

ADDRESS: One North 44th Street, Belleville, IL 62223
PHONE: (618) 277-5757
HOURS: 9:00 a.m. - 9:00 p.m., Monday-Saturday
FEES: Sliding Scale

Provides individual, group, marital and family therapy, professional group, individual and family counseling for alcoholics by a certified alcohol counselor, sex counseling and Gestalt Therapy.

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CHILD ABUSE HOTLINE

PHONE: 1-800-392-3738 Toll Free
HOURS: 24 hours
FEES: None

To report suspected cases of child abuse or neglect. Referral is made to local welfare worker.

CHILD CENTER FOR OUR LADY OF GRACE

ADDRESS: 7900 Natural Bridge 63121
PHONE: 383-0200
HOURS: 8:30 a.m - 5:00 p.m., Monday-Friday
FEES: Sliding scale

A treatment center offering a comprehensive program of psychiatric services for emotionally disturbed children. Offers evaluation and diagnostic services, and out-patient programs. Child unit is based on the family approach concept and is for youth 6-12 years old. Day residential program. Adolescent (13-17 years old) program is day treatment only. Out patient hours - evenings and Saturday.

CHILDREN'S HOME SOCIETY

ADDRESS: 9445 Litzinger Road 63144
PHONE: 968-2350
HOURS: 8:30a.m. - 4:30p.m., Monday-Friday
FEES: Sliding Scale

Provides a full range of psychological and family counseling . Program is designed to help families, couples, and individuals experiencing emotional, psychological and relationship problems. The program also offers community education in an effort to achieve early identification of and intervention in emotional and psychological problems in the community. Additional services are: pregnancy counseling and referral; infertility counseling; adoption services; and residential, respite and hospice care for developmentally disabled infants and counseling for families.

CHRISTIAN FAMILY SERVICES

ADDRESS: 6812 Manchester 63144
PHONE: 968-2216
HOURS: 8:30a.m. - 5:00p.m., Monday-Friday
FEES: None

Provides foster care and adoptions. Some counseling with unmarried mother and natural parents of foster children.

CONTACT-ST. LOUIS

PHONE: 725-3022 Help Line
725-3337 - for teletype services
HOURS: 7:00 a.m. - 10:00 p.m.,- 725-5252
Emergency 24 hours teletype services
FEES: None

Provides services to the deaf community. Provides teletype communication services for the deaf, a 24 hour answering service for interpreters and emergencies, and provides information and referral services for the hearing.

COUNCIL ON ALCOHOLISM

ADDRESS: 7438 Forsyth, Suite 206 63105
Satellite office: 1755 South Grand 63104
PHONE: 721-7225
HOURS: 9:00 a.m. - 5:00 p.m., Monday-Friday.
Appointment necessary only for counseling.
FEES: None

Provides limited counseling to families of alcoholics and makes referrals for alcoholics. Also provides information and educational materials on alcoholism. Special 4 week program available for non-alcoholic family members. Alcoholism information meetings and active volunteer and industrial program. Also works with schools developing prevention programs.

COUNSELING EXCHANGE

ADDRESS: 3214 S. Big Bend 63143
PHONE: 645-2005
HOURS: Monday thru Saturday (24 hours)
FEES: Sliding scale

Individual, group and family counseling for alcohol and drug problems. Also offers general counseling for child abuse, juvenile problems, and emotional/psychiatric problems. Offers Parent Effectiveness Training and Spouse Abuse Workshops.

CRISIS REFERRAL SERVICE
(Life Crisis Service, Inc.)

PHONE: 725-2010
HOURS: 24 hour service
FEES: None

Information and referral mental health, psychiatric, social service, and emergency assistance. Information available on community agencies and private therapists.

DRUG ALCOHOL AND TOBACCO EDUCATION (D.A.T.E.)

ADDRESS: 3426 Bridgeland Drive 63044
PHONE: 739-1121
HOURS: 8:00 a.m. - 4:00 p.m. Monday thru Friday
FEES: None for educational sessions; small charge for counseling services.

Provides counseling and educational presentations on drugs, alcohol and tobacco use to schools, churches, and community groups.

DRUG/ALCOHOL REHABILITATION TREATMENT (DART)

ADDRESS: 1307 Lindbergh Plaza Centers, 63132
PHONE: 569-3105 Hotline: 569-2161

ADDRESS: 4471 Castleman
PHONE: 771-6720
HOURS: Hotline open 24 hours 7 days a week
Business hours: 9:00 a.m. - 5:00 p.m.
Monday-Friday
Counseling Appointments Monday-Saturday
FEES: Sliding Scale

Provides professional and paraprofessional individual and family counseling, drug crisis information, and referral. Also offers drug education programs for the community.

FAMILY PSYCHOLOGICAL SERVICES

ADDRESS: 8631 Delmar Suite 304
PHONE: 993-4676
HOURS: Hours by appointment only.
FEES: Set fees for specific kinds of therapy.
Sliding fee scale is also available.

Provides individual, group, marital, and family therapy for adults and children. Psychological testing administered when appropriate.

FAMILY AND CHILDREN'S SERVICES

ADDRESS:	PHONE:
Central City and Adoption Division 2650 Olive Street, 63103	371-6500
Clayton District 107 Meramec Avenue, 63105	727-3235
Southwest District Office 9109 Watson 63126	968-2870
Northwest District 9811 W. Florissant 63136	521-6464
St. Charles District 1350 S. Fifth St., Suite 370, 63301	946-6636
Yalem Office 2650 Olive Street, 63103	371-6500

HOURS: Monday, Wednesday, 8:30 a.m. - 6:00 p.m.
Tuesday & Thursday 8:30 a.m. - 9:00 p.m.
Friday, 8:30 a.m. - 5:00 p.m.
FEES: Sliding scale

A mental health center providing professional counseling, consultation, educational services to families, individuals, and the community on all phases of family life. Services include individual and family group therapy; family life education; pre-retirement counseling, discussion groups; placement of children for adoption.

Offers pregnancy & family counseling, and group sessions for teenagers and adults. Has adoption service.

FAMILY RESOURCE CENTER

ADDRESS: 3930 Lindell 63108
PHONE: 534-9350
HOURS: 8:30 a.m. - 5:00 p.m.
Monday, Tuesday, Wednesday, & Friday

8:30 a.m. - 9:00 p.m. Thursday
FEES: Sliding scale based on ability to pay.

Services: Offers family and individual counseling, crisis intervention, parent training, therapeutic preschool (ages 2 1/2 to 5 years old), diagnostic testing for abused and neglected children and their parents.

GAY AND LESBIAN HOTLINE

ADDRESS: 5108 Waterman 63108
PHONE: 367-0084
HOURS: 6:30 p.m. - 9:30 p.m., Monday-Friday
FEES: None

Crisis intervention for individuals experiencing emotional problems. Gay resource and referral information.

JEWISH FAMILY & CHILDREN'S SERVICES

ADDRESS: 9385 Olive 63132
PHONE: 993-1000

ADDRESS: 106A Four Seasons 63107
PHONE: 469-3555

HOURS: 8:30 a.m.- 5:15 p.m., Mon., Tues., Wed.
8:30 a.m. - 8:30 p.m., Thursday
8:30 a.m. - 5:00 p.m., Friday
FEES: Sliding scale

Offers individual, group, and family counseling for all ages. Homemakers services for the elderly.

KING-FANON COMMUNITY MENTAL HEALTH CENTER

ADDRESS: 724 Union 63108
PHONE: 361-4970
HOURS: Monday-Friday 8:30 a.m. - 7:30 p.m.
FEES: Sliding scale Medicare/Medicaid & Insurance

Offers psychiatric screening and evaluation, psychiatric aftercare, individual and group counseling for emotional and mental health related problems.

LEARNING CONSULTANTS, INC.

ADDRESS: 222 S. Bemiston Ave. Suite 200, 63105
PHONE: 863-0232
HOURS: Flexible-by appointment. Monday-Friday
FEES: Set fees for various services

Provides evaluation and therapy for deficits in areas of emotional, social, cognitive, and physical development.

LUTHERAN FAMILY & CHILDREN SERVICES

ADDRESS: 4625 Lindell 63108
PHONE: 361-2121
HOURS: 8:30 a.m. - 8:00 p.m., Monday-Thursday
8:30 a.m. - 5:00 p.m., Friday
Appointment necessary
FEES: Sliding scale

Offers individual and group counseling to youth and families. No religious requirements.

MAGDALA FOUNDATION

ADDRESS: 4158 Lindell 63108
PHONE: 652-6004
HOURS: 8:30 a.m. - 5:00 p.m., Monday-Friday
FEES: None

Provides services for male and female offenders age 17 and over for convicted felons, misdemeanants, those on probation, parole, pre-release, release after serving full sentence, out on bond or offenders diverted from the Criminal Justice System. Outpatient aftercare program for drug and alcohol dependency. Individual and group counseling, employment, vocational guidance, testing, and placement. Provide some Respite Care for the mentally retarded.

METROPLEX

ADDRESS	PHONE
2016 S. Big Bend Blvd. 63117	645-5522
North County Metro Center 7043 W. Florissant	645-5522
Meacham Park 301 Electric	821-0052
Valley Park Metro Center 2095 Highway 141	225-6474

HOURS: 8:30 a.m. - 5:00 p.m., Monday-Friday
FEES: None

Services provided: Senior Citizens program, Youth Program; Housing; Employment; General social services, Weatherization; Home improvement program, Community food and nutrition; Alcoholism - counseling/referral.

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MOTHER'S HOTLINE

PHONE: 863-1090
HOURS: 24 hours
FEES: None

A twenty-four hour listening service staffed by volunteers for parents who are frustrated with parenting. Referrals if needed.

NARCOTICS ANONYMOUS

ADDRESS: P.O. BOX 1866 63118
PHONE: 644-3333

Area Meetings: Call 644-3333 for a list of meeting times and locations.

A free self-help program patterned after the program of Alcoholics Anonymous. Deals with life problems caused by any addiction, including alcohol. Interested in what they want to do about the problem and how we can help. Would like to share experiences, strength, and hope for a new way of life with any clients that want it.

An open meeting can be attended by anyone. A closed meeting is for addicts only.

NARCOTICS SERVICE COUNCIL (NASCO)

ADDRESS: PHONE:

West: 7100 Oakland 63117 647-5444
HOURS: 9:00 a.m. - 5:00 p.m. Monday-Friday
Eve. appt. available

Central: 2305 St. Louis 63106 241-4310
HOURS: Monday, Wednesday & Friday
9:00 a.m. - 5:00 p.m.
Tuesday & Thursday 9:00 a.m.-7:00 p.m.
Saturday 9:00 a.m. - 2:00 p.m.
FEES: Sliding scale

Provides drug counseling and makes legal, medical, and vocational referrals. Medical detox on site. Women's component-unique to the needs of women.

NATIONAL RUNAWAY SWITCHBOARD

PHONE: 1-800-621-4000 - toll free
HOURS: 24 hours
FEES: None

Provides information to runaways on food and lodging in various cities. Runaways can leave message for parents. Confidential.

PARENTS ANONYMOUS

ADDRESS: 3930 Lindell 63108
PHONE: 534-9438
HOURS: Phone service 24 hours
FEES: None

A self-help organization for abusive parents. Parents join anonymously (first names only). Call above number for group in your area.

PROVIDENCE PROGRAM, INC.

ADDRESS: PHONE:

3974 Sarpy - P.O. 15125, 63110 652-3362
652-3377

HOURS: 8:00 a.m. - 5:00 p.m., Monday-Friday
FEES: No Fee

Provides treatment services to juvenile offenders and unemployed youth between 12 and 21 years of age. Services provided through the following program components:

PROVIDENCE EDUCATION CENTER:

-- A full day alternative school. Curriculum includes math, reading, language arts, physical and social sciences, outdoor adventure education, cultural journalism, and basic lifeskills.

STUDENT WORK ASSISTANCE PROGRAM:

-- Program involves half-day remedial education and half-day employment.

EMPLOYABILITY PROGRAM:

-- A career preparation program.

RAVEN (RAPE AND VIOLENCE END NOW)

ADDRESS: 6665 Delmar Blvd. 63130
PHONE: 725-6137
HOURS: Appointment only
FEES: Sliding scale

Counseling for men in violent relationships with women and how to handle relationships without violence. Services include group and individual counseling. Also provides information and support for a man who has a loved-one that has been raped.

REDEVELOPMENT OPPORTUNITIES FOR WOMEN

ADDRESS: 1408 N. Kingshighway Suite 224, 63113
PHONE: 367-9717
HOURS: 8:30 a.m. - 5:00 p.m., Monday-Friday
FEES: None

Programs helps develop survival and coping skills in: problem and conflict resolution; basic nutrition and family health; self awareness and understanding; assertiveness training; child growth and development career, and life goals.

ST. LOUIS ABUSED WOMEN'S SUPPORT PROJECT HOTLINE

PHONE: 535-8425
HOURS: 8:00 - 5:00
FEES: None

Provides a safe house for abused women. Counseling and resources available.

ST. LOUIS COUNTY CHILD MENTAL HEALTH SERVICES

ADDRESS:	PHONE
701 S. Brentwood 63105	854-6760
119 Church Street - Suite 131 63135	521-2200
117 Kingston 63125	544-5200
205 8th Street, 63088	225-5367

HOURS: 8:00 a.m. - 5:00 p.m., Monday-Friday
Some evening hours.
FEES: Outpatient Program-Based upon ability to pay

Provides following services: Outpatient evaluation and treatment; information and referral; consultation, education; community planning; mental health outreach program - County children's clinics.

ST. LOUIS COUNTY JUVENILE COURT

ADDRESS: 501 S. Brentwood 63105
PHONE: 889-3400
HOURS: 8:00 a.m. - 5:00 p.m., Monday-Friday
FEES: None

Individual, family, and group counseling provided to youth and families under court jurisdiction in St. Louis County.

Project LEARN

— A short-term, educational diagnostic classroom for out-of-school, Court referred youth, ages 12-16; screening for learning disabilities and other handicapped conditions included; post classroom referrals to appropriate community educational or vocational programs.

Y.O.U. (Youth Opportunities Unlimited)

— A pre-vocational counseling program for Court-referred youths 16 and older; a month of group orientation is followed by eleven months of individual vocational counseling and placement assistance.

ST. LOUIS REGIONAL CENTER FOR THE DEVELOPMENTALLY DISABLED

ADDRESS: 211 N. Lindbergh 63141
PHONE: 569-8800
HOURS: 8:00 a.m. - 4:30 p.m., Monday-Friday
FEES: Sliding scale

The center's purpose is to provide, procure, or purchase services for the developmentally disabled to enable them to remain in their own homes or community and to help them reach their fullest potential.

ST. LOUIS SOCIETY FOR THE BLIND

ADDRESS: 7954 Big Bend Blvd. 63119
PHONE: 968-9000
HOURS: Phone service 9 a.m. - 4 p.m., Monday-Friday
FEES: None

Provides services to blind persons. Specific services include: orientation and mobility training; referral services; volunteer services to assist with reading, shopping, etc.; sponsors programs in the prevention of blindness, eye safety, conservation of vision, and correct attitudes toward the blind; counseling, recreational opportunities and instruction in leisure time activities; provides glasses, prostheses, and optical aids for those not qualifying for state or federal aid.

60+ HELPLINE

PHONE: 962-0808
HOURS: 8:30 a.m. - 5:00 p.m., Monday-Friday
FEES: None

A telephone service providing referrals and assistance to senior citizens in the areas of health, housing income, employment, transportation, medical, emotional, and legal needs.

WASHINGTON UNIVERSITY CHILD GUIDANCE CLINIC

ADDRESS: 400 South Kingshighway P.O. Box 14781
PHONE: 454-6201
HOURS: Monday thru Friday 8:30 a.m. - 4:30 p.m.
Therapy sessions by appointment
FEES: Sliding scale.

Provides evaluation and long or short term treatment for children with emotional, learning, and behavior problems. Some services are also provided by a sexual abuse treatment team.

WOMEN'S SELF HELP CENTER

ADDRESS: 2838 Olive, 63103
PHONE: 531-2003 - 24 hour Crisis Line
531-9100 - Business
HOURS: 9:00 a.m. - 5:00 p.m. Monday-Friday
FEES: Sliding Scale

Offers crisis intervention assistance for victims of emotional, physical and/or sexual abuse and rape. Provides crisis hotline and in-person counseling and followup, support groups, referrals, in-service training, advocacy and community education. Services include in-person counseling for women who have experienced incest in their past.

SOCIAL HEALTH PROGRAM
(Life Crisis Services, Inc.)

ADDRESS: 7438 Forsyth - Suite 210 63105
PHONE: 721-4310
HOURS: 9:00 a.m. - 5:00 p.m., Monday-Friday
FEES: Some fees for materials; Donations accepted

Workshops, film and book library on human sexuality.

SUDDEN INFANT DEATH SYNDROME

(See description under Health)

SUICIDE/CRISIS INTERVENTION PROGRAM
(Life Crisis Services, Inc.)

PHONE: 725-2010 - direct call 24 hours daily
HOURS: Office hours 9:00 a.m. - 5:00 p.m., Monday-Friday
FEES: None

Crisis intervention for suicide, rape and any other emotional problems. Referral to community services, emergency referral procedures in cases of overdose or psychiatric emergencies.

UNITED METHODIST CHILDREN & FAMILY SERVICES
(EPWORTH)

ADDRESS: 110 N. Elm 63119
PHONE: 961-5718
HOURS: 9:00 a.m. - 5:00 p.m., Monday-Friday
FEES: Negotiable

Provides residential treatment for emotionally disturbed boys and girls age 11 thru 17. Services include evaluation, referral services, individual, family, and group therapy, special education, vocational counseling, and Independent Living Program.

L (18/c.)88

DISCIPLINE REPORT

March 2, 1988

VICC
10601 CLAYTON RD.
ST. LOUIS. MO. 63131

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INTRODUCTION:

In its Order of L(1595)87 at 2, the Court expressed concern about the "high number of disciplinary actions regarding transfer students in a very small number of county districts." [L(1595)87 at 2] To address this concern, the Court, in an order issued September 23, 1987 directed VICC to "investigate the high rate of disciplinary actions regarding transfer students and report its findings to the Court as soon as possible." This report is filed pursuant to that order in an effort to respond to this directive.

This report consists of six sections -- Key Findings, Background, Data Comparisons and Analysis, Strategies to Deal with Discipline, and General Observations. The background section defines the discipline issue from a national, state and local perspective and ties VICC's data into these findings. The data section examines some key demographic differences among the five districts with high suspension rates and the five districts with low suspension rates. This section also describes and discusses examples of school policy differences among these districts. The section on strategies focuses upon some strategies that appear to be effectively used by school districts. The report concludes with a set of general observations drawn from the available information.

In the process of gathering this information, elementary principals were surveyed, a seminar was held with a representative number of principals and superintendents, and interviews were conducted with superintendents from the five suburban school districts with low suspension rates. Data were collected from all school districts regarding current activities that address the discipline issue. Five districts with low suspension rates and five districts with the highest suspension rates among transfer students were examined on different variables which may be related to suspension rates in an effort to analyze differences and make suggestions for reducing suspension.

In this report, "suspension data and analysis" refer only to out of school suspensions. It does not include in-school suspensions or bus suspensions since VICC does not have data on in-school suspension, and bus suspensions are not considered school suspensions. Often, however, they have the same impact because the student is unable to get to school. Bus behavior and discipline continue to be a major concern of everyone and are mentioned because bus discipline problems do at times result in student absences from school or lead to school suspension.

KEY FINDINGS:

1. In the St. Louis transfer program, 10.8 percent of all transfer students were suspended at least once in 1986-87. The rate was highest for middle school students (18.3 percent) and lowest for elementary students (3.3 percent).

2. VICC data indicate that of the 10.8 percent of the transfer students suspended, two-thirds of the students who were suspended were suspended only once and an additional 19 percent were suspended twice. Fifteen percent of the transfer students who were suspended were suspended more than two times.

3. Over one-third (37.4 percent) of the total suspensions of transfer students in the St. Louis program were the direct result of student fighting. Insubordination and disruptive behavior were cited for 12.5 percent and 9.3 percent of suspensions, respectively.

4. School districts with intervention programs that assist them in addressing the issues have lower suspension rates. These districts have components of instructional and classroom management, a sensitivity to their multicultural student populations, programs to meet special needs of students, principals who do not rely on repeated or cyclical suspensions, extensive orientation for new students, intervention centers and curricular programs that have ongoing assessment and reporting procedures.

5. School districts' discipline policies often dictate school officials' actions when it comes to suspensions. Some school

districts' policies appear to be more prescriptive in nature than others. School district discipline codes were recently reviewed and/or revised in response to the Excellence in Education Act, which required the development of a code that would account in detail for district responses to disciplinary infractions on the part of students.

6. National research, along with data collected by the Office of Civil Rights (OCR) of the Department of Health, Education and Welfare, indicates that the problem of higher suspension rates among black students is a national concern that is not unique to the St. Louis interdistrict transfer program.

7. National research indicates that during the first years of desegregation generally more suspensions of black students occurred than in later years when a plan had been in operation for some time.

8. National research indicates that suspension rates for minorities are high. Students' actions leading to suspensions must be addressed by all involved with the intent of changing those behaviors that lead to infractions of school rules and ultimately suspension. VICC data indicate that a suspension may be one way to change inappropriate behavior.

9. Staff development programs are one key to the success of students to lowering suspension rates.

BACKGROUND:

L(1595)87 of September 23, 1987, directed VICC to investigate the "high number of disciplinary actions, in a very small number of districts" regarding transfer students and to report its findings to the Court as soon as possible. Because of the complexity of the discipline issue, the VICC considered several approaches that could be taken in addressing the Court's concern.

In determining a course of action to take, the VICC Director worked with the VICC Executive Committee, consulted with attorneys for both the plaintiff parties and those representing county districts, interviewed school superintendents and principals in districts with low suspension rates and suspension prevention programs, talked with superintendents and principals in districts with high suspension rates, spoke with the deputy superintendent of the St. Louis Public Schools about effective preventive programs, reviewed the literature on discipline and suspension, held a seminar with principals and superintendents and surveyed the school districts.

After lengthy deliberation by the Executive Committee, a decision was made to address the situation in a manner that hopefully would lead to prodedures and programs which would have a long-term impact on schools and students. Accordingly, this report profiles some important differences between districts with low and high suspension rates, discusses school policies, reviews local strategies which have been successful and presents suggestions and courses of action that would address disciplinary concerns.

When working with 17 autonomous school districts, one must respect the uniqueness and individuality of these districts. Each district has its own method of dealing with discipline issues. Upon review of the discipline policies of these school districts, it became evident that a wide range of philosophies exist.

Some school districts use suspension as the very last resort. Such districts feel that the purpose of a discipline policy is preventive rather than punitive. Within these contexts there are procedures that include a series of steps for students prior to suspensions that involve parent, principal and student conferences, preventive counseling, telephone conferences with parents, in-school suspensions, Saturday detention programs, goal setting, understanding expectations and progress notes for students. On the other hand, some school districts provide well defined steps for infractions of school rules and leave very few alternative courses of action open to administrators.

Literature Review on Student Suspension

An understanding of the local situation is enhanced by an examination of suspension and race nationally, with comparative data in St. Louis. The following section outlines the experiences of other cities in the area of student suspension that relate to the St. Louis interdistrict situation.

The dynamics of the school desegregation process have been identified as a factor in the increase of student suspension. As the Boston schools struggled through desegregation in the mid-1970s, it was observed that "white school officials' fears, misperceptions and insensitivity resulted in black children being 'thrown out' far more often than white children." (CDF, 1975: 14) One headmaster's explanation for the disparity was, "... you have blacks in previously all-white schools for the first time." (CDF, 1975: 14)

In St. Louis, the districts with the highest rates of suspension are those that: (1) had the lowest number of blacks in the system initially; (2) had the greatest percentage increase of blacks; (3) had overall the largest percentage of increase in black student populations; and (4) had the largest percentage increase of transfer students in a short period of time. (See Table 4.)

Expert testimony in the Hillsborough County, Florida schools case pointed to,

> "a decreasing trend of suspensions in the...schools following a peak was reached after the implementation of desegregation." (Foster, 1977: 15)

VICC data do substantiate that those districts that have been desegregated for a longer period of time do have lower suspension rates than the others.

In St. Louis the major reasons for the suspensions of transfer students are cited as fighting, insubordination, failure to attend detention and disruptive behavior. Two of these categories involve subjectivity.

Other desegregated school districts have experienced similar problems. The Prince George's County, Maryland case contained expert testimony addressing suspensions that concluded:

> "that the offenses generating the largest number of suspensions of black students ...are those offenses such as insubordination and disrespect whose definitions permit the greatest degree of subjectivity." (Vaughns v. Board of Education, 1982)

Substantive policy changes in the disciplinary code adopted by the Louisville schools during desegregation in the late 1970s resulted in the diminished use of suspension as a disciplinary tool. (Russell, 1985)

In Benton Harbor, Michigan, the Court ordered the three Boards of Education in 1980 to develop a code of student discipline in which "conduct warranting suspension or expulsion should be clearly defined in light of the way minority students may be punished more frequently and in different degrees than white students." (Berry v. Benton Harbor, 1981)

Of the school district policies of the ten St. Louis suburban districts examined, those that contain a continuum of measures to be used prior to suspension and those that appear to allow more administrative autonomy in implementation, have lower suspension rates than the others.

VICC data show that the districts with the higher suspension rates also have higher withdrawal rates of transfer students [report on withdrawals L(1684)87]. Withdrawals included a variety of categories such as moving out of town, moving to another district where student is no longer eligible, admission to a magnet school, school-related problems, personal problems, transportation problems. For whatever reason, VICC data indicate that students have left the program at a higher percentage rate in those school districts with the higher suspension rates.

Racial/Ethnic Distribution of Public School Students in Missouri, Fall, 1984.

Student suspensions in the state of Missouri, with minor variation, is consistent with national data and the VICC data. Table 1 data were derived from a report completed by the Missouri Department of Elementary and Secondary Education, using OCR data on the racial distribution of student suspensions in Missouri Public Schools. The OCR conducted the study and did the sampling. A sample of 42 school districts was selected from the larger data base of the OCR sample because the districts had black and white student population.

Data in Table 1 are reported for total enrollment and suspensions for black and white students from the 42 districts. Suspension rates were then calculated and a "differential rate" (i.e., the proportional representation of blacks and whites in the suspension population) is calculated for each district. Using this method, a differential rate of 1.00 indicates that suspension rates for black and white students are equal; 2.00 represents a black suspension rate that is double that for white students; .50 is a black suspension rate that is one-half the

TABLE 1

COMPARATIVE RATES OF STUDENT SUSPENSION IN 42 MISSOURI SCHOOL DISTRICTS, 1984-85 (By Race)

District Code	Black Enroll-ment	Black Suspen-sion	% Black Rate	White Enroll-ment	White Suspen-sion	% White Rate	(1) Diff Rate
1.00	24,803	4,997	20.1	9,617	1,298	13.5	1.49
2.00	41,513	2,779	6.7	11,094	536	4.8	1.39
3.00	542	51	9.4	3,575	109	3.0	3.09
4.00	1,423	208	14.6	9,091	344	3.8	3.86
5.00	563	57	10.1	11,141	592	5.3	1.91
6.00	127	8	6.3	1,253	58	4.6	1.36
7.00	1,692	103	6.1	6,578	351	5.3	1.14
8.00	419	37	8.8	995	61	6.1	1.44
9.00	5,940	946	15.9	729	74	10.2	1.57
10.00	222	6	2.7	14,579	380	2.6	1.04
11.00	1,510	43	2.8	18,928	184	1.0	2.93
12.00	766	16	2.1	5,726	232	4.1	0.52
13.00	2,445	599	24.5	2,431	428	17.6	1.39
14.00	4,237	317	7.5	1,007	17	1.7	4.43
15.00	4	1	25.0	180	5	2.8	9.00
16.00	1	0	0.0	1,357	20	1.5	0.00
17.00	4	0	0.0	1,906	5	0.3	0.00
18.00	13	1	7.7	138	3	2.2	3.54
19.00	69	4	5.8	2,065	47	2.3	2.55
20.00	5	0	0.0	1,323	0	0.0	—
21.00	6	0	0.0	273	0	0.0	—
22.00	39	0	0.0	2,772	12	0.4	0.00
23.00	1	0	0.0	495	0	0.0	—
24.00	1	0	0.0	460	0	0.0	—
25.00	114	7	6.1	3,541	173	4.9	1.26
26.00	79	2	2.5	1,475	27	1.8	1.38
27.00	6	0	0.0	182	30	16.5	0.00
28.00	228	29	12.7	2,434	90	3.7	3.44
29.00	3	0	0.0	272	5	1.8	0.00
30.00	1	0	0.0	262	0	0.0	—
31.00	34	1	2.9	1,661	23	1.4	2.12
32.00	192	2	1.0	5,811	183	3.1	0.33
33.00	8	0	0.0	344	2	0.6	0.00
34.00	1	0	0.0	775	2	0.3	0.00
35.00	3	0	0.0	695	11	1.6	0.00
36.00	1	0	0.0	486	13	2.7	0.00
37.00	7	0	0.0	1,355	21	1.5	0.00
38.00	80	2	2.5	781	18	2.3	1.08
39.00	49	4	8.2	1,587	60	3.8	2.16
40.00	1	0	0.0	169	1	0.6	0.00
41.00	3	0	0.0	1,387	0	0.0	—
42.00	10	1	10.0	2,002	60	3.0	3.34
TOTAL	87,165	10,221	11.7	132,932	5,475	4.1	2.85

SOURCE: Racial and Ethnic Distribution of Students in Missouri Public Schools, 1984-85 (compiled by Missouri Department of Elementary and Secondary Schools from OCR data)

(1) Differential rate = black rate/white rate.

NOTE: The composition of the sample is representative of the range of school district types in Missouri. The two largest urban districts are included, as are three large semi-urban school districts. Nine St. Louis suburban districts with a range of experience in desegregation implementation are part of the sample. The remaining are rural districts which are, in relative terms, small systems that have minority enrollments of less than five percent. The total enrollment of the 42 districts in the sample is approximately 219,000 students, about 87,000 (39.7 percent) of whom are black. The percentage black enrollment ranges from 89 percent to less than one percent.

white suspension rate. Data are then presented in aggregate form for the 42 district sample.

To summarize, data from Table 1 largely corroborate national trends described earlier in this section. Those districts that have been desegregating their schools for more than ten years (primarily the urban areas) show signs of a more equitable distribution of suspensions. Conversely, districts that have only recently made the transition from all white to racially integrated schools show wider gaps in white and black student suspension rates. The VICC comparative data corroborate these findings.

National and statewide trends in student suspension reveal several key findings. First, black students, on average, are suspended at a higher rate than white students. Second, recently desegregated school districts .experience higher than average disparities in the rates of suspension for black and white students. The VICC data show a greater suspension rate for blacks among those school districts that had fewer blacks when the program started that now are taking larger percentages of black students. Third, research in this area warns of a strong association between high suspensions and the student's inclination eventually to drop out of school. Missouri school profiles' data indicate that in general the average district dropout rate in those districts with the higher suspension rates of transfer students is higher compared to those with low suspension rates. VICC does not have specific data on transfer students to support this drop out finding, but state profile data indicate (on the average - not the case for each individual district) those districts with high suspensions among all students have higher drop out rates of all students and VICC data indicate these districts have higher withdrawal rates for transfer students than those districts with low suspension rates.

DATA COMPARISON AND ANALYSIS

In reviewing the reasons for the "high number of disciplinary actions regarding transfer students in a very small number of county districts," the Executive Committee of VICC selected characteristics of school districts that may be related to suspension rates. Data were compiled on the districts with the highest suspension rates (Affton, Bayless, Lindbergh, Rockwood and Valley Park) and on the districts with the lowest suspension rates (Brentwood, Clayton, Kirkwood, Ladue and Webster Groves). (See Table 2).

The districts with the highest suspension rates differ in the reviewed characteristics from those with the lowest suspension rates. In this section, each of the characteristics reviewed and the difference between districts with the highest suspension rates and those with the lowest suspension rates will be discussed. National data on trends will also be included where appropriate.

TABLE 2

SUSPENSION RATES OF TRANSFER STUDENTS
For 1986-87

DISTRICTS WITH HIGH SUSPENSION RATES

	Number of Students Suspended	Percent of Students Suspended	Number of Suspensions	Suspension Rate
Affton	88	24.9%	175	49.4%
Bayless	41	19.4%	73	34.6%
Lindbergh	133	19.7%	225	33.4%
Rockwood	224	17.6%	462	36.2%
Valley Park	49	27.7%	100	56.5%

DISTRICTS WITH LOW SUSPENSION RATES

	Number of Students Suspended	Percent of Students Suspended	Number of Suspensions	Suspension Rate
Brentwood	5	3.4%	5	3.4%
Clayton	2	0.7%	3	1.0%
Kirkwood	11	2.3%	19	4.0%
Ladue	4	1.3%	4	1.3%
Webster Groves	8	2.9%	9	3.3%

INTERDISTRICT TRANSFER PROGRAM TOTALS

Number of Students Suspended	Percent of Students Suspended	Number of of Suspensions	Suspension Rate
1164	10.8%	1898	17.6%

POPULATION CHANGES IN COUNTY DISTRICTS

In the five county districts with the highest suspension rate among transfer students, changes in the racial balance of the student population have been more dramatic than in the five county districts with the lowest suspension rates. (See Table 3). The proportion of blacks to total enrollment in districts with high suspension rates has ranged from an increase of 10.6 percent to 23.8 percent. This is a dramatic contrast to the five county districts with the lowest suspension rates where the proportion of blacks to total enrollment ranged from an increase of two percent to 10.4 percent.

Among the five county districts with high suspension rates, the district with the least shift in the percentage of black enrollment (Rockwood at 10.6 percent) had 1,162 transfer students. Among the districts with the low suspension rates, Clayton experienced the greatest change in the proportion of black students with 189 transfer students (10.4 percent) during 1986-87. Districts with the higher suspension rates are dealing with larger numbers of children new to their districts.

The impact of the changes in the white/black ratio of school districts has been examined in other school desegregation cases. National data show ..."a decreasing trend of suspensions in the...schools following a peak was reached after the implementation of desegregation." (Foster, 1977: 15)

TABLE 3

POPULATION CHANGES IN COUNTY DISTRICTS
1982 to 1986

DISTRICTS WITH HIGH RATES	TOTAL STUDENT ENROLLMENT 1982	PERCENT BLACK OCTOBER 1982	NUMBER OF VTS* OCTOBER 1982	TOTAL STUDENT ENROLLMENT 1986	PERCENT BLACK OCTOBER 1986	NUMBER OF VTS* OCTOBER 1986	INCREASE IN TOTAL STUDENT ENROLLMENT	INCREASE IN THE PERCENT BLACK	INCREASE IN THE NUMBER OF VTS*
AFFTON	2,098	1.60%	45	2,258	15.70%	351	+160	14.10%	306
BAYLESS	1,336	0.01%	00	1,385	15.60%	201	+49	15.59%	201
LINDBERGH	5,642	1.60%	50	5,102	13.90%	657	-540	12.30%	607
ROCKWOOD	10,354	0.90%	00	12,132	10.70%	1,162	+1,778	10.60%	1162
VALLEY PARK	629	0.40%	00	787	23.80%	162	+158	23.80%	162
DISTRICTS WITH LOW RATES									
BRENTWOOD	900	23.90%	36	828	25.90%	144	-72	2.00%	108
CLAYTON	1,653	6.00%	83	1,905	16.50%	272	+252	10.40%	189
KIRKWOOD	4,561	19.3%	110	4,847	24.69%	443	+286	5.39%	333
LADUE	3,060	15.60%	86	3,097	24.30%	304	+37	8.79%	218
WEBSTER	3,640	19.90%	00	3,807	25.30%	261	+167	5.40%	261

*VTS - Voluntary Transfer Student

PER PUPIL EXPENDITURE

The five county districts with the highest suspension rates have a lower per pupil expenditure on the average ($3,500 per year), than the five county districts with the lowest suspensions ($4,975 per year) per pupil on the average. However, this is not the case on an individual school basis since two low suspending districts have a lower per pupil cost than two of the higher suspending districts. (See Table 4).

PUPIL/TEACHER RATIO

The five county districts with the highest suspension rates also have a higher pupil/teacher ratio at the elementary and middle school level (on the average) than the five county districts with the lowest suspension rates. (See Table 4).

In the districts with high suspension rates, the average pupil/teacher ratio at the elementary level is 24.5:1 compared to the districts with low suspension rates where the average pupil/teacher ratio at the elementary level is 20.5:1.

At the middle (junior high) school level (where the most suspensions of transfer students occur), the districts with high suspension rates have an average pupil/teacher ratio of 19.1:1 compared to the districts with low suspension rates where the middle school pupil/teacher ratio is 17.6:1. Again this is average and these data do not reflect each individual basis.

At the high school level, there was little difference.

TABLE 4

SELECTED CHARACTERISITCS OF COUNTY SCHOOL DISTRICTS FOR 1986-87 SCHOOL YEAR

DISTRICTS WITH HIGH RATES	PUPIL/ TEACHER RATIO (VICC) (1)	PUPIL/ COUNSELOR RATIO (VICC) (2)	VTS SUSPEN-SIONS (VICC)	PER PUPIL EXPENIDUTRE (STATE) (3)	PERCENT ATTENDING COLLEGE (STATE) (4)	NUMBER OF VTS(5) ---------- PERCENT OF BLACK POP. (6)	PERCENT BLACK (VICC) (7)	MOBILITY RATE (STATE) (8)	DROP-OUT RATE (STATE) (9)	PERCENT MINORITY TEACHING STAFF (VICC) (10)
AFFTON (2,258)				$4,030	58%	351	15.70%	29.5%	4.2%	0.007%
ELEMENTARY	25.2:1	511:1	19			---				
MIDDLE	14.3:1	245.5:1	36			99%				
SENIOR	17.9:1	192.8:1	33							
BAYLESS (1,385)				$2,965	43%	201	15.60%	15.4%	2.9%	1.23%
ELEMENTARY	29:1	520:0.6	5			---				
MIDDLE	19:1	408:1.07	20			93%				
SENIOR	16:1	389:1.3	16							
LINDBERGH (5,102)				$3,540	72%	657	13.90%	6.8%	3.5%	3.50%
ELEMENTARY	24:1	1031:1	2			---				
MIDDLE	22:1	368.7:1	45			93%				
SENIOR	22:1	364.2:1	86							
ROCKWOOD (12,132)				$2,869	66%	1162	10.70%	12.3%	2.2%	3.00%
ELEMENTARY	23.4:1	1158.7:1	7			----				
JUNIOR	21.2:1	331.7:1	138			90%				
SENIOR	20.8:1	358.6:1	79							
VALLEY PARK (787)				$4,099	27%	162	24.20%	33.5%	5.9%	0.00%
ELEMENTARY	21:1	462:1	0			---				
SECONDARY	13:1	304:1	49			85%				
AVERAGES				$3,500	53%		16.02%	19.5%	3.7%	1.55%
ELEMENTARY	24.5:1	805.7:1				---				
MIDDLE/JUNIOR	19.1:1	333.5:1				92%				
SENIOR	17.9:1	303.7:1								

TABLE 4 Contd.

DISTRICTS WITH LOW RATES	PUPIL/ TEACHER RATIO (VICC)	PUPIL/ COUNSELOR RATIO (VICC)	VTS SUSPEN- SIONS (VICC)	PER PUPIL EXPENDITURES (STATE)	PERCENT ATTENDING COLLEGE (STATE)	NUMBER OF VTS --------- PERCENT OF BLACK POP.	PERCENTT BLACK (VICC)	MOBILITY RATE (STATE)	DROP-OUT RATE (STATE)	PERCENT MINORITY TEACHING STAFF (VICC)
BRENTWOOD (828)				$5,217	65%	144	25.90%	8.8%	3.0%	4.00%
ELEMENTARY	20:1	413:1	0			---				
MIDDLE	17:1		0			67%				
SENIOR	17:1	401:1	5							
CLAYTON (1,905)				$7,002	96%	272	16.50%	7.4%	2.1%	6.10%
ELEMENTARY	21.5:1	328:1	1			---				
JUNIOR	12.8:1	160:1	1			87%				
SENIOR	16.0:1	166.8:1	0							
KIRKWOOD (4,847)				$3,711	66%	443	24.69%	2.4%	3.2%	12.22%
ELEMENTARY	19:1	460:1	0			---				
MIDDLE	16:1	269.8:1	8			37%				
SENIOR	20:1	237.3:1	3							
LADUE (3,097)				$5,146	80%	304	24.30%	9.5%	0.7%	5.00%
ELEMENTARY	20:1	332.8:1	4			---				
JUNIOR	20:1	210.3:1	0			40%				
SENIOR	20:1	189.8:1	0							
WEBSTER (3,807)				$3,803	76%	261	25.30%	9.2%	3.5%	9.60%
ELEMENTARY	22:1	727.7:1	0			---				
JUNIOR	22:1	534:1	4			27%				
SENIOR	23:1	193.5:1	4							
AVERAGES				$4,975	77%		23.34%	7.5%	2.5%	7.38%
ELEMENTARY	20.5:1	452.3:1				---				
MIDDLE/JUNIOR	17.6:1	293.5:1				52%				
SENIOR	19.2:1	237.7:1								

TABLE 4 Contd.

NOTES:

The purpose of this table is to show comparative data for county school districts with the highest and the lowest suspension rates for city-to-county transfer students during the 1986-87 school year. All data in this table reflect conditions during the 1986-87 school year.

These districts were selected for comparison by the VICC Executive Committee. The districts with "High Rates" are those county school districts which the 1987 VICC annual report indicated were the districts with the highest suspension rates for city-to-county transfers. The districts with "Low Rates" are those districts which the 1987 VICC annual report identified as the districts with the lowest suspension rates for city-to-county transfers.

1. PUPIL/TEACHER RATIO is reported annually to VICC by school districts receiving city-to-county transfers. The primary reason why VICC data were selected over state data is that a grade level breakdown was requested and the state profiles did not provide such data.

2. PUPIL/COUNSELOR RATIO was collected from these 10 districts through a telephone survey conducted by VICC staff during January 1988.

3. PER PUPIL EXPENDITURE was obtained from the state profiles of school districts "Report No. PS026PB" dated 12/11/87 and is titled "District Profile II".

4. PERCENT ATTENDING COLLEGE was obtained from the state profiles of school districts "Report No. PS026PD" dated 12/11/87 and is titled "District Profile IV".

5. NUMBER OF VTS is the number of city-to-county transfer students reported in the October 31, 1986 VICC progress report L(1141)86, TABLE 3, page 6.

6. PERCENT OF BLACK POPULATION is the percent of the districts black population which is comprised of city-to-county transfer students. The percent was calculated by multiplying the total enrollment at the end of September, 1986 (in parentheses next to district name) by the percent black (item #7) the result is then divided into the NUMBER OF VTS to obtain the percent of the black population comprised of city-to-county transfers.

   Total enrollment X PERCENT BLACK = total black

   NUMBER OF VTS/total black = PERCENT OF BLACK POPULATION

7. PERCENT BLACK is reported by county school districts to VICC each fall. The percent black was reported to the court in the October 31, 1986 VICC progress report L(1141)86, TABLE 4, page 8.

8. MOBILITY RATE was obtained from the state profiles of school districts "REPORT No. PS026PD" date 12/11/87 and is contained in DISTRICT PROFILE IV and is calculated:

   TRANSFER IN + TRANSFER OUT DIVIDED BY FALL ENROLLMENT

9. DROP-OUT RATE was obtained from the state profiles of school districts "REPORT No. PS026PD" date 12/11/87 and is contained in DISTRICT PROFILE IV. A dropout is defined as "a student who was enrolled but did not complete the year or did not transfer to another district".

10. PERCENT MINORITY TEACHING STAFF is reported to VICC by districts in accordance with the Settlement Agreement, Section XII-C.

PUPIL/COUNSELOR RATIO

The five county districts with the highest suspension rate also have a higher pupil/counselor ratio (on the average) at all grade levels. (See Table 4).

In the districts with high suspension rates, the average pupil/counselor ratio at the elementary level is 805.7:1 in contrast to those districts with low suspension rates where the pupil/counselor ratio is 452.3:1.

At the middle school level the districts with high suspension rates have an average pupil/counselor ratio of 333.5:1 compared to 293.5:1 in the districts with low suspension rates.

At the high school level the districts with high suspension rates have an average pupil/counselor ratio of 303.7:1 while the districts with low suspension rates have a pupil/counselor ratio of 237.7:1.

PORTION OF BLACK STUDENTS COMPRISED OF VOLUNTARY TRANSFERS

The five county districts with the highest suspension rates, on the average, have 92 percent of their black population comprised of transfer students in contrast to the five county districts with the lowest suspension rates having only 52 percent of their black population comprised of transfer students. The districts with high suspension rates have a larger percentage increase of transfer students than the districts with low suspension rates. (See Table 4).

PORTION OF TOTAL POPULATION COMPRISED OF BLACK STUDENTS

The five county districts with the highest suspension rates, on the average, have 16.02 percent of their total enrollment comprised of black students in contrast to the five county districts with the lowest suspension rates, on the average, having 23.34 percent of their total enrollment comprised of black students. (See Table 4).

PERCENT OF GRADUATES ATTENDING COLLEGE

The five county districts with the highest suspension rates have, on the average, 53 percent of their graduates attending college while the five county districts with the lowest suspension rates have, on the average, 77 percent of their graduates attending college. (See Table 4).

MOBILITY RATE

The five county districts with the highest suspension rates among transfer students also have a higher mobility rate for all students, 19.5 percent on the average, in contrast to the five county districts with the lowest suspension rates which, on the average, have a mobility rate of 7.5 percent. (Mobility rate = transfers in and transfers out divided by fall enrollment.) (See Table 4).

The districts with higher suspension rates also have, on the average, a higher drop out rate than the others.

The literature reviewed points to a strong correlation between student suspension and a student's propensity to encounter problems later on (Rumberger, 1987). Literature indicated behavior problems associated with dropping out (Wehlage and Rutter, 1986).

PERCENT MINORITY TEACHING STAFF

The five county districts with the highest suspension rates have, on the average, 1.55 percent of their teaching staff comprised of blacks. In contrast, the five county districts with the lowest suspension rates, on the average, have 7.38 percent of their teaching staffs comprised of blacks. (See Table 4).

A recent study indicated that "as the proportion of black teachers in a school district increases, the proportions of black students who are assigned to special education classes, suspended or expelled, decreases." (Snider, Education Week 11/11/87 from a review of Race, Class and Education. The Politics of Second Generation Discrimination.)

DISCIPLINE POLICIES

District discipline policies are the building administrators' directive to action in handling discipline problems. All school district discipline policies were recently reviewed and/or revised in response to the Excellence in Education Act in Missouri which required the development of a discipline code that would account in detail for district responses to disciplinary infractions.

The five county districts with the lowest suspension rates appear to have more flexibility in their suspension codes and require a series of interventions to occur before students are suspended than the higher suspending districts. (See Table 5).

The five county districts with the highest suspension rates appear to have more prescriptive discipline codes and tend to have mandatory suspensions for many offenses.

Table 5 illustrates the consequences for the most frequent offenses committed by transfer students during the 1986-87 school year.

Excerpts from two discipline codes are presented on pages 27 and 28 as an example to further illustrate differences in discipline codes between the districts with high suspension rates and those with low suspension rates.

Model A, from a district with a high suspension rate, shows that suspensions will automatically occur under specific conditions. Model B, from a district with a low suspension rate, shows that a continuum of actions are required to occur prior to suspension.

WITHDRAWAL RATES

The five county districts with highest suspension rates all have higher withdrawal rates than the five county districts with the lowest suspension rates. (See Table 6). Withdrawals from the interdistrict transfer program are analyzed each fall and reported to the court. [See L(1684)87, VICC progress report dated November 4, 1987.] This report showed that the five county districts with high suspension rates all had students withdrawing for discipline-related reasons and that among the five county districts with the lowest suspension rate only one district had withdrawals because of discipline-related reasons.

TABLE 5

OFFENSES AND CONSEQUENCES

DISTRICTS WITH HIGH RATES	FIGHTING (1)	INSUBORDINATION (2)	DISRUPTIVE BEHAVIOR (3)	FAILURE TO ATTEND DETENTION (4)	PROFANITY (5)	IN-SCHOOL SUSPENSION AVAILABLE
AFFTON	K-5:conference up to suspension Mdl:conference up to suspension Sr:suspension up to expulsion	K-5:conference up to suspension Mdl. and Sr.:conference up to suspension (Defiance of Authority) Saturday detention up to expulsion	K-5:conference up to suspension Mdl. and Sr.: conference-after school detention up to suspension	Mdl:conference up to suspension Sr:failure to attend after-sch. detention=Sat. detention-failure to attend-Sat.=2 day suspension	K-8:conference up to suspension Sr:conference after-school detention up to suspension	K-3 Yes 4-5 No 6-8 Yes 9-12 No
BAYLESS	4-10 day suspension up to expulsion	1-10 day suspension	1-10 day suspension	1-10 day suspension	1-10 day suspension	K-5 No 6-8 Yes 9-12 No
LINDBERGH	Mdl:in-school suspension up to short suspension Sr:short suspension up to expulsion	conference up to expulsion	conference up to 10 day suspension	Mdl:conference up to additional detention Sr:1 day automatic suspension	conference up to 10 day suspension	K-5 Yes 6-8 Yes 9-12 Yes
ROCKWOOD	Minimum 3 day suspension	detention up to suspension	detention up to suspension	minimum 1 day suspension	3 to 10 day suspension	K-7 No 7-9 Yes 10-12 Yes
VALLEY PARK	Elem: conference up to suspension - Mdl. and Sr.:5 day suspension up to 90 days or expulsion for repeat offenses	conference up to 5 day suspension	Elem: conference up to in-school suspension Mdl. and Sr.: detention up to in-school suspension	Elem:conference up to in-school suspension 1 day in-school Mdl. and Sr.: susp. up to a 3 day suspension	Elem:conf. up to in-school suspension Mdl. and Sr.: detention in-sch. suspension up to 10 day suspension	K-6 Yes 7-8 Yes 9-12 Yes

DISTRICTS WITH LOW RATES	FIGHTING (1)	INSUBORDINATION (2)	DISRUPTIVE BEHAVIOR (3)	FAILURE TO ATTEND DETENTION (4)	PROFANITY (5)	IN-SCHOOL SUSPENSION AVAILABLE	
BRENTWOOD	conference up to suspension	conference up to suspension* *(Saturday detention an intermediate step in grades 6-12)	conference up to suspension** **(Saturday detention an intermediate step in grades 6-12)	conference up to suspension	conference up to suspension*** ***(Saturday detention an intermediate step in grades 6-12)	K-5 6-8 9-12	Yes Yes Yes
CLAYTON	conference up to suspension	conference up to suspension	conference up to suspension	conference up to suspension	conference up to suspension	K-5 6-8 9-12	Yes Yes Yes
KIRKWOOD	sent home for rest of day; one day out of school suspension; 3 days Intervention Center	parent contact; 1 to 3 days Intervention Center and possible out of school suspension	parent conference up to suspension	parent conference; double number of Intervention Center days skipped	parent conference on campus; 2 to 5 days Intervention Center	K-5 6-8 9-12	No Yes Yes
LADUE	conference up to suspension	conference up to suspension	conference up to suspension	conference up to suspension	conference up to suspension	K-5 6-8 9-12	No Yes Yes
WEBSTER	conference up to suspension	not mentioned	conference up to suspension	conference up to suspension	conference up to suspension	K-5 6 7-8 9-12	No No Yes Yes

EXAMPLE FROM A HIGH SUSPENDING DISTRICT

DISCIPLINE CHART - MODEL A

OFFENSE DISCIPLINARY ACTION

OFFENSE	AGREED UPON DISTRICT POLICY
Chewing Tabacco	1st Offense - Suspended until parent conference. 2nd Offense & Each There After - 5 days suspension.
Fighting or Assault	Minimum of 3 days suspension for fighting. Assault will result in a minimum of 5 days suspension
Damaging/Defacing Property	District - Payment for damage, plus 1 - 10 days suspension for intentional damage or destruction.
Pulling Fire Alarm	Student suspended from school 10 days, referred to proper authorities.
Knives and Other Objects Used As Dangerous Weapons	(1) Possession: 1st Offense - Confiscated, returned to parents only. 2nd Offense - 10 days suspension. (2) Used with possibility of doing bodily harm - immediate 10 days suspension with 90 days suspension or expulsion recommended.
Guns	Immediate 10 days suspension with 90 days suspension or expulsion recommended.
Threats to Staff	5 - 10 day suspension, with possible 90 day suspension.
Profanity Directed Toward Staff	10 days suspension
Immoral Conduct	3 - 10 days suspension with possible recommendation for a more lengthy suspension.
Gambling	Referred to office. Appropriate action may include detention, parent conference or suspension.
Stealing	Objects must be returned or assessment made. Also, suspension and/or referral to legal authorities.
Refusal to Give Name	3 days suspension or until a satisfactory parent conference.
Refusal to Report to Office	3 days suspension or until a satisfactory parent conference.
Failure to Report to Office for Detention	Suspension - length will depend upon the amount of detentions remaining. 1 day suspension for each 2 detentions remaining. Maximum of 3 day suspension.
Striking a Match or Cigarette Lighter	Suspension for 3 days or until satisfactory parent conference.
Extortion	3 - 10 days suspension: possible recommendation for 90 day suspension.
Students on Campus While Suspended	Suspended an additional day for each violation.
Truancy	1st Offense - Detention for each hour skipped, parents contacted. 2nd Offense - Suspension for 3 days or until satisfactory parent conference.

MODEL B

EXAMPLE FROM A LOW SUSPENDING DISTRICT

LEVELS OF MISCONDUCT	EXAMPLES	DISCIPLINARY RESPONSE PROCEDURES	RESPONSE OPTIONS
I. Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but sometimes require the intervention of other school support personnel.	Classroom disturbance Classroom tardiness Abusive language Nondefiant failure to complete assignments or carry out directions Also see Sections 5114. 5131.2. 5132	There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. Repeated misbehavior requires a parent/teacher conference; conference with the counselor and/or administrator. A proper and accurate record of the offenses and disciplinary action is maintained by the staff member.	Verbal reprimand Special assignment Behavioral contract Counseling Withdrawal of privileges Time-out room Strictly supervised study Detention Also see Sections 5114. 5131.2. 5132
II. Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.	Continuation of unmodified LEVEL I misbehavior School tardiness Truancy Smoking in unauthorized areas Using forged notes or excuses Disruptive classroom behavior Cutting class	The student is referred to the administrator for appropriate disciplinary action. The administrator meets with the student and/or teacher and effects the most appropriate response. The teacher is informed of the administrator's action. A proper and accurate record of the offense and the disciplinary action is maintained by the administrator. A parental conference is held.	Continuation of Level I response options plus the following options: Teacher/schedule change Modified day Behavior modification Time-release program Social probation Peer counseling Referral to outside agency In-house suspension Transfer

MODEL B Continued

III. Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interests of all students.	Continuation of unmodified LEVEL II behavior. Fighting Vandalism (minor) Possession/use of unauthorized substances Stealing Threats to others Also see Sections 5131.5, 5135.6	The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. A proper and accurate record of offenses and disciplinary actions is maintained by the administrator.	Continuation of LEVEL II response options plus the following options: Temporary removal from class Social adjustment classes Homebound instructio Alternative program Temporary out-of-school suspension Full out-of-school suspension Also see Sections 5131.5, 5135.6
IV. Acts which result in violence to another's person or property or which pose a direct threat to the safety of others in the school. These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the board of school directors.	Unmodified LEVEL III misconducts Extortion Bomb threat Possession/use/transfer of dangerous weapons Assault/battery Vandalism Theft/possession/sale of stolen property Arson Furnishing/selling/possession of unauthorized substances	The administrator verifies the offense, confers with the staff involved, and meets with student. The student is immediately removed from the school environment. Parents are notified. School officials contact law enforcement agency and assist in prosecuting offender. A complete and accurate report is submitted to the superintendent for board action.	Expulsion Alternative schools Other board action which results in appropriate placement Also see Sections 5135.5, 5135.6

TABLE 6

DATA ON TRANSFER STUDENTS 1986-87

SUSPENSION AND WITHDRAWAL RATES
(Average Suspension Rate 11.27 Percent)

District	Total Enrollment Of Transfer Students	Percent of Students Suspended	Suspension Rate	Percent of Student Withdrawals*
Affton	354	24.9	49.4	15.54
Bayless	211	19.4	34.6	21.33
Lindbergh	674	19.7	33.4	14.99
Rockwood	1276	17.6	36.2	17.08
Valley Park	177	27.7	56.5	23.16
Brentwood	145	3.4	3.4	8.9
Clayton	273	.7	1.0	5.13
Kirkwood	473	2.3	4.0	13.32
Ladue	305	1.3	1.3	14.75
Webster Groves	276	2.9	3.3	11.00

*Withdrawals [VICC report L(1684)87] include participants no longer eligible, those who chose other educational alternative, personal reasons, school-related reasons, and transportation reasons.

BUS SUSPENSIONS

The state transportation office provides VICC with an annual analysis of bus discipline problems and actions taken by building administrators regarding infractions that occur on the bus. [See VICC Fourth Annual Report L(1540)87, August 12, 1987, page 121 through 127.]

This report showed that the five county districts with the highest suspension rates also had higher bus suspension rates than did the five county districts with the lowest suspension rates. Length of ride may be one factor as more students ride over 60 minutes in the districts with more bus suspensions. (See Table 7a).

The average bus suspension rate for the five county districts with the highest suspension rates was 36.16 percent with the rates ranging from 18.6 percent to 55.9 percent. The average bus suspension rates for the county districts with the lowest suspension rates is 7.46 percent with rates ranging from 3.4 percent to 14.8 percent. (See Table 7b).

TABLE 7a

RIDE TIME

District	60 Minutes or Less	61-70 Minutes	71-80 Minutes	81-90 Minutes
Affton	279	59	19	0
Bayless	169	28	5	0
Lindbergh	623	120	37	0
Rockwood	709	430	216	0
Valley Park	116	33	15	0
Brentwood	105	26	3	0
Clayton	241	32	11	0
Kirkwood	434	110	57	0
Ladue	339	39	16	0
Webster Groves	218	31	21	0

TABLE 7b

BUS SUSPENSIONS
1986-87

District	Total Participants	Number of Bus Suspensions	Bus Suspension Rate*
Affton	354	198	55.9%
Bayless	211	69	32.7%
Lindbergh	674	350	51.9%
Rockwood	1276	277	21.7%
Valley Park	177	33	18.6%
		Average	36.16%
Brentwood	145	5	3.4%
Clayton	273	26	9.5%
Kirkwood	473	70	14.8%
Ladue	305	17	5.6%
Webster Groves	276	11	4.0%
		Average	7.46%
Program Wide	10,113	1705	16.9%

*Many of these suspensions are multiple suspensions of students.

SUMMARY OF DATA COMPILED:

Comparison of the data on the five county districts with the lowest suspensions rates with data on the five county districts with the highest suspension rates indicates the following using averages in each situation:

- Districts which have been integrated longer, that have more resident blacks and a higher percentage of black students, have a lower suspension rate than the others.
- Districts with a higher per pupil expenditure and lower pupil/teacher and pupil/counselor ratios also on the average have lower suspension rates. In two instances however, lower suspending districts have lower per pupil costs than two of the districts with higher suspension rates. These districts have been able to allocate some of their resources in a manner that addresses the needs of a changing student body.
- Districts with lower mobility rates, lower drop out rates, and lower interdistrict transfer student withdrawal rates, also have lower suspension rates.
- Districts with a greater percentage of students matriculating to college have lower suspension rates.
- Districts with a higher percentage of minority teaching staff also have lower suspension rates.
- Districts with flexible discipline policies that require a series of alternatives to be pursued prior to suspensions also have lower suspension rates.
- Districts with higher rates of suspensions also have higher rates of bus suspensions.

- Districts with low suspension rates have developed strategies and programs designed to promote and reward those behaviors that helped students become successful and minimize discipline problems and suspensions.

STRATEGIES:

The strategies discussed were derived from the suspension survey, principal responses, the meeting with superintendents and principals and the additional survey sent to the ten districts highlighted in this report. This section highlights strategies that appear to contribute to lower suspensions in some districts as well as strategies other districts in the metropolitan area have found to be successful in addressing discipline concerns. Many of these strategies come from the districts who participated in the seminar with superintendents and principals.

A. COMMUNICATION OF GOALS AND STANDARDS

1. Teach students self-discipline, respect for others and school expectations.
2. Teach self-control and decision making.
3. Teach respect for all in a caring environment.
4. Adhere to believe students prefer to be in school rather than out of school.
5. Clearly and repeatedly spell out goals.
6. Communicate continuously with parents.
7. Set clear understandable expectations, make ladder of consequence known, send home progress notes regularly.
8. Use suspension as final act.
9. Principal must be a role model and be continuously visible to students.

B. PREVENTIVE MEASURES AND PRACTICES

1. Conference with all new students with parents prior to opening of school.

2. Pro-active involvement; that is work on issue before it becomes problem.
3. Team meetings with counselors and teachers to review student progress and concerns.
4. Ongoing staff training for all adults in school environment.
5. Effective supervision in non classroom areas such as lunchroom, library and playground to prevent problems.
6. Conferences with: student/teacher/counselor; student/principal; teacher/parent/student/principal, etc. as the need warrants.
7. Teaming of teachers to teach core subjects and work with some students overtime.
8. Introductory telephone calls home and regular follow up.
9. Progress notes go home on regular basis.
10. Informal lunches between principals and students.
11. Principal in halls.
12. Roving counselor.
13. Series of student orientation programs ongoing throughout the year.
14. Lot of counseling both individual and group.
15. Monitoring of student progress and communication of that progress to students and parents.
16. In-house study skills program.
17. Tutorial assistance.
18. Extensive use of counselors.
19. Saturday detention/after school detention.
20. Ladder of consequences for students, each step clearly defined.
21. Great teaching.
22. Increased participation in extra curricular activities.
23. Reexamination of curriculum to make it more inclusive of all cultural contributions.
24. Behavior contracts.
25. Time out rooms.
26. Student support groups.

C. STRATEGIES TO HELP CHILDREN COPE MORE SUCCESSFULLY

1. Use of consultants on a continual basis as needed.
2. Curriculum used by counselors and teachers designed to deal with coping skills and personal problems.
3. Encourage students to share problem with nurse, counselor, secretary, teachers, principal.
4. Use of specialists.
5. Small group work by counselors.
6. Work directly to change inappropriate behavior.

D. HUMAN RELATIONS PROGRAM

1. "Project Reach" program that fosters communication between home and school.

2. Use of experts with experience in knowing how to respond to a changing clientele in a positive manner.
3. Ongoing human relations activities with school and community.
4. Sensitize faculty to individual differences - racial/ethnic and cultural.
5. Emphasize cooperation and collaboration among all people.

E. INSTRUCTIONAL AND CLASSROOM MANAGEMENT

1. Individual classroom discipline plans that meet guidelines of school policy.
2. Teach staff how to respond appropriately to students.
3. Help students become responsible for own behavior in and out of classroom.
4. School is not locked into a discipline formula and has flexibility to meet student needs.
5. Teams of teachers work with students and families.
6. Teach advisor system.
7. Continual monitoring of student progress.
8. Special services teachers at all levels for students.

F. BUS DISCIPLINE

1. Reinforce bus rules.
2. Work with bus drivers.
3. Invite drivers into school.
4. Work with state guidelines on serious referrals versus other behaviors that can be resolved at the building level.
5. Work with parents regarding bus discipline.
6. Help train bus drivers.

G. ACADEMIC ACHIEVEMENT AND SOCIAL DIFFICULTIES

1. Teacher/advisor monitor student progress.
2. Monthly faculty meetings to address academic issues.
3. Committee to look at academic performance of minority students.
4. Committee to analyze language skills.
5. Achievement issues built into school expectations.
6. Continual monitoring of student progress.
7. Intensive instruction programs to provide transition to regular program.
8. Aides in the early grades (kindergarten and first grades).
9. Try to lower counselor/pupil ratio particularly in the middle schools.
10. Have increased supervision in the area where problems most often occur and after school until the last activity bus leaves.
11. Hire additional supervisory personnel from 3 - 6 p.m.
12. Social worker on staff to address student needs.

13. Structure the middle school or junior high in a way that will cut down passing time and keep certain students in team pods for a major part of the day.
14. Provide additional study skills programs and in school tutorial opportunities.
15. Give attention to those students with multiple suspensions since they seem to be most in need of direct intervention.
16. Continue to work on bus discipline problems since discipline problems on the bus often carry over to misbehavior in the schools.
17. Encourage each district to have a contact person working directly with transfer students and the schools since such a person can immediately and on a regular basis address the concerns brought to him/her.
18. If possible, hire an "intervention specialist" at the middle school who is a valuable staff member whose role would be to replace unproductive student behaviors with productive ones and work with students in need of assistance at all levels.

H. SPECIFIC PROGRAMS IN PLACE

1. Teach expectations and student achievement program for all teachers.
2. Staff training in a discipline model that promotes fairness and consistency and removes emotional and judgmental responses.
3. Pro-active approach to discipline utilizing preventive counseling techniques.
4. "Project Reach" committee to address issues of achievement and racial understanding.
5. Alternative strategies to suspension such as early morning detention, one-on-one counseling, tutorial assistance.
6. Project Excellence program describes scope and sequence of all curricular programs, including assessment and reporting procedures to advise parents and teachers of student progress.
7. "Committee of Twelve" - racially balanced group of high school students to address racial concerns.
8. Walking counselor aide.
9. Intervention center with full time staff member.
10. Ongoing staff development program that is multi-phase.
11. Big brother/big sister program.
12. Tutorial and remedial programs at all levels.
13. Study skills center.
14. Conflict resolution training.

I. ACTIVITIES THAT HELP PROMOTE LOWER RATES OF BLACK SUSPENSION WHEN BLACKS ENTER PREVIOUSLY ALL WHITE SCHOOLS:

1. Develop strong parent involvement program.
2. Attempt to hire more black faculty.

3. Work on curricular changes that reflect cultural achievements and contributions of blacks.
4. Encourage and provide staff development activities that involve administrators, counselors, teachers and community. One component should focus upon changing attitudes.
5. Develop an action plan that will address anticipated concerns with a timetable for implementation.
6. Have a strong extended orientation program for students.
7. Train staff in discipline models that promote fairness and consistency.

J. SPECIFYING REASONS FOR SUSPENSIONS

The major reasons for suspension of transfer students are fighting, insubordination, failure to attend detention and disruptive behavior. Two of those categories are subjective. If such behaviors could be further defined, effective measures for changing such behavior could be identified and tried.

K. SCHOOL POLICIES REEXAMINED

National research indicates that changes in school policies can result in diminished use of suspension as a disciplinary tool. Districts with high suspension rates may want to consider:

1. A reexamination of policies to develop a continuum of interventions with suspension at the end of the continuum rather than at the beginning.
2. Disciplinary action for misbehaviors that are less severe than suspension.
3. A required orientation for all new students. Included in this orientation should be a discussion of school district discipline policies. Copies of school district discipline codes along with bus rules and regulations should be distributed to the students.

GENERAL OBSERVATIONS

1. Continuing effort must be made to help students succeed

in their school of choice and to bridge the gap between the city and county so that transfer students will make a successful transition.

2. School districts that have been addressing the discipline-suspension issue over a longer period of time have had more opportunity to implement programs that have resulted in a lower suspension rate than other districts. The superintendent and principal seminar suggestions indicated that individually tailored district action plans would help to develop a program to meet faculty and student needs.

Administrators indicated that such a plan should include but not be limited to the following:

1. Delineation of nature of suspensions,
2. Identification of sources and causes of the problem,
3. Proposal of intervention strategies,
4. Planning of needed staff development activities,
5. Development of timelines for implementation,
6. Identification of population staff and student that should be targeted,
7. Establishment of desired goals and outcomes,
8. Development of timetable for implementation of programs developed by staff and community,
9. Development of list of staff development activities needed by staff to implement these programs, and
10. Providing of timetable for development and implementation.

Administrators were aware of the concern about adequate resources. They recognized that some programs would take more resources than others, but that districts could implement aspects of the program by reordering priorities, implementing programs that take a small amount of resources and planning and seeking funding for the other important ones over time.

3. Presently all districts report suspensions using the general categories of insubordination and disruptive behavior. Such categories should be broken down into more specific behaviors since they have the most potential for subjective or culturally biased judgment of student behavior and they give little information upon which to base solid remedial action. Such categories as refusal to follow school rules, defiance of authority and definition of unacceptable behaviors would be more appropriate.

4. Schools would benefit by examining which staff are referring students for disciplinary action. If a few staff members are referring a disproportionate number of students, those staff should be targeted for inservice programs to assist them in increasing their success with students.

5. Schools should continue their efforts to recruit and hire minority staff as those districts with minority staff members have found staff helpful when working with minority students.

6. Information received by VICC from superintendents and principals indicates that many of the discipline problems of students stem from the long bus ride and problems students have while on the buses or those they bring from the home environment. Students enter school with these problems unresolved.

Some cities that have implemented desegregation programs such as Indianapolis, Louisville, Charlotte Mecklenberg and St. Louis have had bus monitors for some period of time.

The daily ride to and from school should be both productive and safe. Data from the Parkway School District pilot program of academic assistance with audio tapes show that during the six week period the program was in effect, the suspension rates from the bus went to zero for each of these situations where students had earphones and tape cassettes to use when riding to and from school. The use of spot monitors, continued cooperation between bus drivers and administrators and more training for bus drivers should be explored and implemented to the greatest extent possible.

7. School districts should continue to monitor student discipline so as to assure that disciplinary measures are handled in a fair and equitable way.

8. Districts with high suspension rates should consider continuing staff development activities targeted to their specific needs.

9. Programs from other schools or other places designed to address lowering suspension rates should be examined carefully and adapted to meet individual school district needs and implemented where appropriate.

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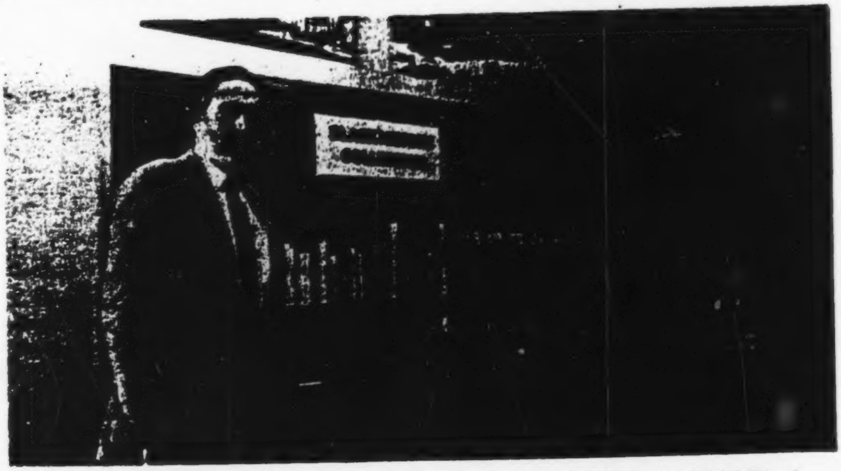
HIGHLIGHTS OF THE ST. LOUIS VOLUNTARY TRANSFER PLAN

Teacher Survey Assists in Development of Black History Resource Center



The Rev. Robert Tabscott shows some of the resources available in the VICC Black History Resource Center.

Nearly 600 metropolitan area teachers have responded to the Voluntary Interdistrict Coordinating Council's recent black history survey, and responses are still coming in.

According to Dr. Susan Uchitelle, executive director, the VICC undertook the survey in conjunction with the Rev. Robert Tabscott as part of his Black History Enrichment Program which is supported by the Danforth Foundation. More than 4,000 surveys were mailed to teachers in school districts involved in the voluntary student transfer program.

"The response has been tremendous. Many teachers indicated a desire to incorporate local black history into their curriculam and expressed interest in having access to any materials that would help them do so," said Dr. Uchitelle. The purpose of the survey was to find out what kinds of materials and resources teachers need.

A preliminary review reveals that many teachers do not incorporate much information about noteworthy St. Louisans in their courses and that many do not have background information on the history of black St. Louisans.

Surveys show the most common activity conducted in observance of black history month is bulletin board displays. A great many teachers also said that they bring in guest speakers for black history month. Other common activities include student participation in the Martin Luther King Essay Contest. A number of teachers indicate that students participate in writing contests or writing activities during the month. Several teachers noted that their schools give black history announcements over the public address system.

Among the guest speakers or performers most frequently mentioned are the Black Repertory Theatre, The Katherine Dunham Dancers, the Rev. Robert Tabscott and storyteller Bobby Norfolk. Many teachers did not respond to this question.

Teachers overwhelmingly responded that the following items would be helpful to them in incorporating local black history into their classrooms: a centralized place for grade-level material that focuses on African Americans; African American speakers to lead discussions on cultural differences; resource materials such as handouts, posters, biographies, fact sheets, videos, visual aids, a bibliography or resource file on local black persons, books about the St. Louis community; a speakers' bureau, bus tour of St. Louis, lesson plans by grade level, and activities that would help children understand the past history of segregation and why there is now an emphasis on desegregation and equality for all.

Many teachers provided lists of resources that they use in the classroom. Teachers interested in receiving copies of these lists or a bibliography of the VICC Black History Resource Center should call the VICC office at 432-0079. The bibliography will be available beginning Fall, 1989.

"We would like to extend our sincere appreciation to the hundreds of teachers who responded to our survey," said Dr. Uchitelle. "The information provided will be quite helpful as we develop the Black History Resource Center. We want the center to be a tool for teachers for use as a resource as well as for staff development training."

Glasnost Arrives in Valley Park

Guy Linn, center, translates some of the letters that Annamarie Jackson, second from right, received from the Soviet Union.

Glasnost arrived in the quiet community of Valley Park, at the invitation of, and much to the surprise of **Annamarie Jackson.**

Last fall, Annamarie was one of four gifted eighth grade students at the Valley Park Seventh and Eighth Grade Center to be given a special writing assignment. Teacher Linda Smith suggested that the students write letters to students in other countries.

The idea of the assignment, explained teacher Dianne Griffin, who has since taken over the class, was "to gain networking skills so that they could communicate with someone in a foreign country." The students were not told how to accomplish that.

Annamarie, a transfer student , typed her letter on a classroom computer and mailed it to *Pravda*, the leading Russian language newspaper, on October 13. In her letter, she asked for a pen pal, a girl of 15 to 18. She also asked about schooling, fashions, hairstyles and leisure activities.

Months went by, without a response. Then on February 6, 121 letters arrived in the mail. Apparently, the delay was due to her letter being forwarded to the Soviet newspaper for young people, *Komsomolskaya Pravda*, or Young Truth.

The letters continued to arrive, and at latest count, more than 650 have been delivered.

Many of the letters were adorned with peace symbols. One had a heart with an image of the U.S. flag on one half, the Soviet flag on the other. Another had hearts with the letters "U.S.A." and "U.S.S.R." entwined, as well as the school names "Valley Park" and "ChernogoLouka" joined together.

About half of the letters were written in English. Annamarie is optimistic that the English letters will be answered. "I'm going to answer as many as I can. I want to keep three or four as pen pals."

Teacher Griffin has asked English teachers in the St. Louis area for their students' help in answering the stacks of letters. Annamarie is writing once again to *Pravda* to explain that she cannot respond to all the letters sent in Russian.

"We've all learned so much. It's been exciting for everyone involved," explained Griffin.

Teacher Exchange Bonus Increased

Teachers completing a one-year assignment in the Teacher Exchange/Transfer Program beginning in the 1989-90 school year will receive a bonus of $4,500. This represents a $2,000 increase.

"We hope the increase will serve as an incentive and that more teachers will be encouraged to take advantage of this unique opportunity," explained Dr. Susan Uchitelle, executive director of the Voluntary Interdistrict Coordinating Council (VICC).

The teacher Exchange/Transfer Program is designed for full-time tenured city and county teachers who want to cross district boundaries to spend a year teaching in a different school district. The purpose of the exchange/transfer program is to enhance the racial balance of teaching staffs and to foster cooperation between school districts.

Teachers can also choose to participate in a short term exchange. Metromatch, which pairs teachers from the St. Louis Public Schools and from St. Louis County school districts giving them the opportunity to exchange places for as few as several days up to a full semester.

A shadowing experience, designed to involve principals and district level administrators in the exchange program, is also available. There are no financial bonuses for any part-time exchanges.

For more information, or to make arrangements for any of the exchanges, please contact Laverne Mitchom, counselor, at the VICC office, 432-0079.

Area Institutions Help Plan New Magnet Schools

Gerry Katz, national director of National Energy Education Development Week (NEED) looks on as students at Mason Investigative Learning Center play Energy Jeopardy. NEED, which is federally funded, encourages teaching students energy facts in ways other than through lectures. Gifted science teacher Dorothy Burns organized the week-long activities at the middle school. Under the Magnet School Expansion Plan, the program at Mason will move to Mullanphy and become the Botanical Garden Investigative Learning Center.

Respected educational and cultural institutions from the metropolitan St. Louis area have been actively participating in the development of ten of the new magnet schools which will be opening over the next four years.

Planning grants were awarded to the following agencies:

Maryville College, for the three Early Childhood Centers at Stix, Wilkinson and Health Careers;

Harris-Stowe State College, for Gateway Elementary and Middle Schools;

Regional Consortium for Education and Technology (RCET), for Gateway High School at O'Fallon;

St. Louis Science Center, for the Science Center Investigative Learning Center;

Missouri Botanical Garden, for the Investigative Learning Center at Mullanphy; and

International Education Consortium, for the International Studies Middle School at DeAndreis and the International Studies High School at Soldan.

The grants were awarded in accordance with a federal court order suggesting strong working relationships between the magnet schools and local institutions. The partnerships are expected to expand the schools' human and physical resources, provide curriculum development, staff development and teacher training opportunities and to enhance the image of the magnet schools.

The collaborating agencies and the school system "are working hand in hand to plan the new programs from the ground up," explains Benjamin Price, executive director of St. Louis' Curriculum Services Division.

"The agencies are deeply involved with us and have committed the support of their top personnel to bring expertise to the proposed programs," Price added.

For example, Maryville College has pledged the services of more than ten Education Department faculty members to assist with the Early Childhood Center development. Additionally, the college has committed the assistance of many outside consultants, including the director of the National Academy of Early Childhood Programs, Washington, D.C., and the director of the center for Education Equity, Kansas City, Mo.

Assistant Professor of Education Sheila Morse, the project director from Maryville, has extensive experience in Cognitively Oriented Curriculum, the teaching discipline which will be the model for the early childhood centers. Morse says that along with the cognitively oriented curriculum, the centers will be geared to the new core competencies and key skills for early childhood as developed by the state of Missouri. The first Early Childhood Center is expected to open in September, 1990, at Wilkinson School in southwest St. Louis.

Following completion of the curriculum development, the collaborating agencies are expected to participate in other aspects of the program implementation. Their association is anticipated to continue, even after the schools open. Price explained, "As a result of these alliances, we anticipate support from businesses and institutions affiliated with the cooperating agencies."

Great things are happening! Let us know and we will spread the good news in the next Volunteer.

Call or write:

Sharon Heisel
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St. Louis, MO 63131

(314) 432-0079

Spotlights

This section of The Volunteer *contains the names of transfer students, parents and teachers who have contributed to the success of the Voluntary Transfer Program. For every one named, many more go unrecognized, due to time and space limitations. This spring issue of* The Volunteer *is dedicated to all who are working to make the transfer program a success, and especially to those who have become involved in their new schools both academically and through extra curricular activities. Our congratulations to the students, their parents and teachers who are all working together to make the program successful.*

AFFTON

Affton High School

Kimberly Smoote and **Tishaura Jones** have been selected to participate in the Minority Youth Entrepreneurship Program (MYEP), an eight-week summer program for talented minority students between their junior and senior years of high school. The MYEP introduces students to the components of American business, educates them about the special circumstances and needs of minority businesses, and encourages them to obtain a college education and eventually to pursue the ownership and operation of businesses.

Kimberly and Tishaura will begin the program with a three-day stay on the Washington University Campus, followed by eight weeks of seminars on all phases of small business, self-development, career planning and discussions with successful black entrepreneurs.

A total of 35 students have been selected for the program, presented through the combined efforts of black entrepreneurs, Washington University School of Business and the Urban League of Metropolitan St. Louis. Participants will receive a stipend of $3.35 per hour and three hours of college credit.

BRENTWOOD

Brentwood High School

Namnso Ekong was chosen by the faculty on the basis of scholarship and citizenship to represent Brentwood at the annual Sophomore Pilgrimage to Jefferson City. The pilgrimage is a citizenship project designed to help stimulate a greater interest in government. The program included tours of the Capital, Supreme Court, Cole County Museums and a visit to the State Legislature and the Governor's Mansion.

Recognized for academic achievement during first semester are **Chad Hollins**, with a grade point average of 3.5, and **Steve Paschall**, with a grade point average of 3.6, both named to the High Honors Roll. Named to the regular Honor Roll were **Chantay James, Darron Jones, Elnora Miller, Dan Redden, Donald Thomas, Namnso Ekong** and **Michelle Sidney.**

Maurice Crump is serving as assistant secretary to the Brentwood High School Student Council and **Michelle Thomas** is 10th grade secretary. Assembly representatives include **Deon Howard, Donald Thomas, Chantay James** and **Sharise Reed.** Alternate representatives include **Derek Burton, Damon Brooks** and **Aaron Wilson. Elnora Miller** was elected by the Student Council to serve as chairperson of a committee to welcome new students to Brentwood High School.

Maurice Crump, Trina Harris, Elnora Miller, Sharise Reed, Michelle Wise and **Leon Howard** received Eagles of Excellence for their efforts in planning and carrying out a school assembly program for Black History Month. The students formed an Ad Hoc Committee to enhance awareness of black history and accomplishments through a series of student produced activities. The students donated their free time in study halls and after school to plan an assembly for Dr. Martin Luther King's birthday, to develop a packet of materials on Dr. King and non-violence to use in advisement prior to the assembly and to create displays for the library, cafeteria, display cases, the auditorium and the main gym hallway and to develop a calendar of important events in black history for display in most classrooms.

Field trips by **Mary Beth Powell** to the Missouri History Museum and by **Mary Ellen Pearson** and **Ilene Leiras** to the Caribbean Arts Festival enhanced the school wide nature of these events.

The Ad Hoc Committee also planned three mini-programs on Missouri History for Black Americans, Civil Rights Era Images and Voices and Rosa Parks which were held during the 15-minute student advisory periods. To culminate the project, a survey of attitudes was distributed during advisement.

Brentwood Middle School

Alvinia Center, Keith Green, Octavia Hearns, Garon Mosby, Archelle Richardson, Sakima Smith, Cecilia Corbin, Rafiq Smith, Calvin Thomas, Latonna Crayton, Raquel Mosby and **Jeanine Thomas** were recognized for academic achievement and named to the Honor Roll for first semester.

CLAYTON

Clayton High School

Trina Clark has been awarded a $1000 scholarship, based upon merit, from the Educational Employees Credit Union. Trina and **Rashaanda Cook** are participating in the 1989 INROADS Talent Pool and have been admitted to the Pre-College Component.

Ira Becton is one of Clayton's nominees to the Missouri Scholar's Academy. **Trina Clark** attended in 1987.

Martha Keys is a member of this year's 30 Days of Fitness team, sponsored by Washington University. Last year's participants included **Trina Clark, Vincent Flewellen, Kelli McNairy** and **Ken Price.**

Trina Clark, Kelli McNairy and **Rani Woodard** top the list of transfer students recognized for academic and athletic excellence at annual awards assemblies sponsored by teachers and advisors. Each received the Triple A Award for excellence in academics, activities and athletics.

Other award recipients include **Trina Clark, Darren Merriweather, Maceo Simmons, Sela Thompson, Chad Williams, D'Ann Young, Wardell Buchanon, Margo Harris, Maleaner Harvey, Chellry Whittier, Raymont Avant, Michael Jones** and **Shalimar Lewis,** Most Improved Academically; **Trina Clark, Darryl Moore, Ken Price, Lance Smith, Rani Woodard, D'Ann Young, Arlo Henderson, Valerie Hudson, Martha Keys, Stefanie Moore, Michelle Neals, Ryan Smith, Raymont Avant, Ira Becton, Joe Griffin, Paul Hopgood, Michael Jones, Kesha Rice, Bennie Thames** and **Mance Thompson,** Athletic Excellence.

For Contributions to the Practical Arts, **Trina Clark, Kelli McNairy, Ken Price, Alice Blaylock, Candace Dickson, Michelle Green, Arlo Henderson, Rochelle Merriweather, Stefanie Moore, Michelle Neals, Paul Hopgood** and **Sean Smith.** For Contributions to the Fine Arts, **Rashaanda Cook, Kelli McNairy, Frank Mitchell, Martha Keys** and **Stefanie Moore. Mance Thompson** was recognized for Contributions to Social Studies.

Wydown Middle School

Shantel Greenwood is completing a year of service as president of Wydown's Student Council. Serving with her this year on the Student Council are **Stephanie Darden, Dawn Dillon, Amy Henderson, Angie Madison** and **Priscilla Grigsby.** They have represented their home rooms and chaired committees for various student activities.

Khalilah Oliver played a major character in the recent Wydown production of *The Hobbit*, a musical play. Featured dancers included **Heather Edwards, Patricia Farrow, Shelly Mullins** and **Michelle Rivers.** Working behind the scenes, **LaTonya Tolen** helped to design and sew over forty costumes. **Tony Heaton** worked constructing props and painting sets.

KIRKWOOD

Kirkwood High School

Leorna Lee received the Outstanding Print and Broadcast Journalism Magnet Award.

LADUE

Horton Watkins High School

Cyreatha McDonald and **Loleatha Hicks** were recently initiated into the Horton Watkins Chapter of the National Honor Society.

Demetrice McElroy, Jimauria Evans, Shawn Fouche, LaShawnda Plair, Michele Thompson, Waymon Williams, Michelle Blue, Sonya Brown, Loleatha Hicks, Dominic Lenoir, Cyreatha McDonald, Traci McKinney, Eric Rowe and **Janene Thomas** were recognized as Honor Roll members for the first semester.

Loleatha Hicks is one of nine juniors selected to participate in a pilot program, Leadership St. Louis/Youth, a community oriented semester long program directed by Leadership St. Louis, Inc. In speaking about the first activity, an overnight retreat at Trout Lodge, Loleatha explained, "This is not the normal 'lecture-notes' program. Instead it is a day of participation and group discussions of issues that affect the entire community. The program and will make me more aware of problems outside my own community." Participating with Ladue students are students from John Burroughs, Lindbergh, Rosati Kain, Normandy, Wentzville and Southwest High Schools. Students will discuss such issues as economics, education, government, medicine, public speaking, transportation and racism in St. Louis.

Eric Rowe was recently selected by *Panorama*, the student newspaper, as the Athlete of the Month, because of his noteworthy performances as a member of the Varsity Wrestling Team. He posted a season record of 16-1 while wrestling in the 200 pound weight class. He was elected a team captain and has helped lead the wrestling team through its successful season. Eric was also recognized with individual Conference and District honors in football. On the academic side, Eric has been accepted into the College Preparatory Inroads Group.

Kevin Hawkins, Garrick McCuller and **Kenya Taylor** recently participated in the International Dinner, sponsored by the Foreign Language Department. **Terry Hill, Andrea Hughes** and **Malcom Jones** participated in the Partnership visitation exchange. **Leslie Nowlin** and **Lisa Fairbanks** attended a special performance by Young Audiences. A total of 45 transfer students took part in the Kiel Auditorium Celebration of Martin Luther King, Jr. Day.

Distinguishing themselves on the playing field are **Tanjela Buckley, Adrian Johnson, Malcolm Jones, Torrance Jordan** and **Vincent Riddick,** freshman basketball; **Zahir Aziz** and **Terrence Rogers,** sophomore basketball; **Corey Leonard, Joseph Williams, Chris Dandridge, Tom Patterson, Anthony Robinson, Lisa Fairbanks, Dawn Parker, Mary Scott** and **Angela Wallace,** varsity basketball; **Mike Long, Julian Mosley, Eric Rowe** and **Nathan Young,** wrestling; **Nathan Young,** cross country; **Cortez Dudley, Shane Little** and **Dennis Wright,** sophomore football; **Brian Gilby, Dominic Lenoir, Mike Long, Garrick McCuller, Julian Mosley** and **Eric Rowe,** varsity football; and **Carlotta Taylor,** girls' volleyball.

Ladue Junior High School

Among those demonstrating outstanding academic expertise are **Brian Griffin** and **Paulette Sykes,** both named to the 3.6 to 3.999 grade point honor roll. **Lometria Davis, Nicole Fuller, Latrieze Reed** and **Kellie Willis** were recognized for achieving at the 3.0 to 3.5999 grade point honor roll.

Adeisha Smith, Kim Wright, Lometria Davis, Nicole Fuller,

Kellie Willis and **Terrill Willis** were among those honored by the faculty at the "Right Stuff Banquet" which recognizes students for being helpful/cooperative, positive/enthusiastic, reliable/dependable, respectful/practical and sensitive/caring. **Kellie and Terrill Willis** are the first brother/sister combination to have achieved this honor.

Transfer parents and students participated in the Black History Month observance, "An African American Experience," coordinated by teachers **Shirley E. Hicks** and **Anthony Warren.** As a culmination to classroom activities, a special event was presented with Dr. Virginia Beard of the Clayton School District as guest speaker. **Jeanette White,** mother of **Malkia White** choreographed the African dance, Kum Bah Yah. **Carolyn Taylor,** mother of **Kim** and **Leslie Taylor,** coordinated the soul food sampling. The program created a deep sense of appreciation for the contributions of black Americans among both students and faculty.

LINDBERGH

Lindbergh High School

Phylis Davis, Sharee Galvin and **Gregory Rhodes** were among the students distributing red ribbons which proclaimed "The Choice For Me—Drug Free" during "Red Ribbon Week" sponsored by the Missouri Federation of Parents for Drug Free Youth. Students distributing the ribbons had just returned from the Lindbergh Involvement Teen Effort Weekend, designed to promote drug abuse prevention techniques and enhance personal life skills. More than 70 students wore the ribbons.

Kelly Ellison was one of the students featured in the *Post-Dispatch* coverage of the school's first Human Relations Day. The event, sponsored by the Positive Student Action Committee, sought to celebrate the joys of understanding different cultures. Kelly was quoted as saying, "A school having a lot of different kinds of people—I think that's good because we all have something to learn from each other." The day began with professional storyteller Bobby Norfolk presenting two tales—one from western Africa and one from the Appalachia. Later in the day, students talked about the origins of prejudice in a discussion led by Julius Hunter, anchorman for KMOV-TV. Teachers were encouraged to teach lessons about other lands.

Saz Madison and **Kelly Ellison** were featured in the recent production of *Damn Yankees!*.

Contributing to the success of the Flyers Basketball team are **Eric Bryson, Andre Seward, Rodney Rhodes, Tim Cooper,** and **Ike Dozier.**

Roderick Allen was named to the All-Journal wrestling team and finished third in State competition in the 119 pound division. He is also a football standout.

MEHLVILLE

Trautwein Elementary School

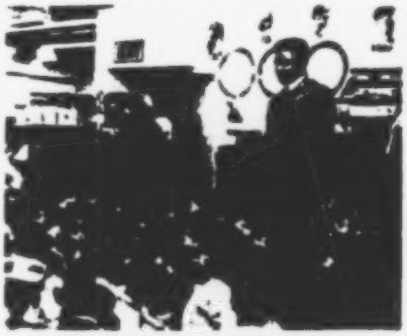
Shree Chamberlain, a first grader, and **Sheryl Wilson,** a third grader, recently represented their respective classrooms as Students of the Month. They, along with 35 other classroom representatives, were selected on the basis of good citizenship. In recognition of this honor, the students' photographs are displayed in the school's main lobby for a month.

PARKWAY

Parkway South High School

Gaylon Willis was one of three Distributive Education Clubs of America (DECA) chapter members selected to participate in the Young Marketing Executives Program. In all, 17 students from the metropolitan area were chosen to intern with various businesses at the management level. Gaylon interned with Storz Instrument Company. In addition to the exposure to management responsibilities, participants had the opportunity to consider career options in business, and observe marketing principles and concepts in action.

Hanna Woods School



John Banks of the St. Louis Science Center entertains students from Hanna Woods and Carr Lane Schools.

Hanna Woods School recently welcomed teachers **Ellen Wilgen** and **Carol Love** and their students from Carr Lane School in St. Louis for a presentation by the St. Louis Science Center on George Washington Carver. Students from all four classrooms had the opportunity to learn more about one another by interviewing each other. Acquaintances will be renewed when **Dianna Risley** and **Peggy Sinden** and their students visit Carr Lane for a performance of *Rappin* by the Muny Student Theatre. The visits were made possible by the School Partnerships Program, a Division of Volunteer Services and External Resources, St. Louis Public Schools.

Jinny Rehkop

Hanna Woods recently hosted a family social for all transfer families at the Delmar Baptist Church. Members of the fifth and sixth grade chorus performed for their parents and teachers under the direction of **Joan Barth.** Doris Fraser, a Chesterfield gospel singer, entertained, involving the group of over 100 in singing and hand clapping. **Jinny Rehkop,** a Hanna Woods teacher, entertained the children with storytelling.

McKelvey School

A Parent Involvement Committee has been organized at McKelvey to encourage parents to participate in extracurricular activities and to provide opportunities throughout the year for transfer parents to discuss their concerns with school personnel. The committee includes two teachers, **Terri Moore** and **Harriet Jung**; the reading specialist, **Ruth Banks**; the school counselors, **Delores Guyton** and **Michele Mangnall**; the assistant principal, **Jim Garrison**; and the principal, **Michael Cerutti.**

"A Taste of Heritage"

Almost 70 per cent of the transfer families attended the first event sponsored by the committee, "A Taste of Heritage" program of songs, dances and poetry. Parent **Sandra Lofton,** mother of **Devin Lofton,** is credited with this initial activity's success. At the program, parents were encouraged to sign up for parent-teacher conferences and arrange carpooling.

As an offshoot of the Parent Involvement Committee, Delores, Ruth and Terri have formed an informal role model program for the older transfer girls. On weekends they accompany the students on outings such as the Caribbean Festival at the St. Louis Art Museum and the Black History Exhibit at the Jefferson Expansion Memorial.

PATTONVILLE

Bridgeway Elementary School

Channon Bates played Miss McIntosh, young Johnny Appleseed's teacher, in the recent production of *Johnny Appleseed*, a musical. The program was presented for Bridgeway students during an assembly and in the evening for the Parent Teacher Association.

RITENOUR

Ritenour High School

Earl Jenkins and **Erika Crenshaw** lead the list of Ritenour High students succeeding on the athletic field and in the classroom. Earl is a member of the Husky basketball and track teams. Last year, as a junior, he set school track records in the 4 x 400 meter, 200 meter and the long jump. As a senior, he is a premier track athlete for the Suburban North Conference. Erika serves as secretary of the Lettermen's Club and received honorable mention All-Conference honors this past season in volleyball.

Erika Crenshaw, Leslie White and **Reta Williams** received academic letters for their outstanding academic achievements. To receive an academic award, a student must be enrolled in a minimum of 5.5 academic credits and maintain a 3.5 grade point average.

Track records were also set by **Deron Jenkins, Kip Smith** and **Tommy Whitney** in the 4 x 200 and the 4 x 400 meter relays.

ROCKWOOD

Eureka High School

Racquel (Rocky) Watkins is co-captain of the sophomore cheerleading team. She is also a member of the track team, with the 100 and 200 meters as her best events. In addition to her school activities, this energetic sophomore enjoys playing basketball, dancing and singing. Future plans include studying law enforcement with a career goal of serving as a police officer.

Tiffany Ford is an outstanding scholar-athlete. In addition to starting on the sophomore basketball team, she is a sprinter and high jumper in track. Despite her busy schedule, she maintains a 3.23 grade point average. Her favorite subject is algebra, and she would like to pursue a career in accounting.

Selvidge Junior High School

Mosby

Boykins

Erica Mosby and **Orlando Gathing** were elected by the ninth grade student body as members of the court for the Ninth Grade Valentine's Coronation Dance. Erica was a candidate for Queen, and was escorted by Matt Hickenbotham, a candidate for King. Orlando, a candidate for King, was represented at the dance by **Byron Boykins,** a student council member. His escort was Susan Martin, a candidate for Queen.

ST. LOUIS

Academy of Math and Science

The Air Force Junior ROTC unit recently presented award medals and certificates to **Gwendolyn M. Colemen,** top cadet and American Legion Scholastic Award; **Sharon I. Mangrum,** top senior class cadet and Air Force Association Award and $250 scholarship; John W. Stevens, top senior class cadet and American Legion General Military Excellence Award; **David S. Crandall,** top sophomore class cadet and American Legion General Military Excellence Award; **Jeffrey S. Van Doren,** top freshman class cadet; **Carmen Clinton,** Veterans of Foreign Wars Award; **Bruce Campbell,** silver Military Order of the World Wars; and **Mary C. Allinson,** bronze Military Order of the World Wars.

Cadets **Gwendolyn Coleman** and **Sharon Mangrum** will also receive Air Force ROTC Commandant Scholarships worth approximately $50,000 to attend an engineering/science college program of their choice.

Award winners at the 42nd Greater St. Louis Science Fair in addition to **Kristopher Simmons,** include **Jason Gretzschel,** $2,000 scholarship award from St. Louis University, and **Sandra Dow,** green winner, ninth grade physical science.

Central Visual and Performing Arts High School/McKinley

Tamara Tungate, at far right.

Visual and Performing Arts alumna **Tamara Tungate** returned to her alma mater with the Muny Troupe for a performance showcasing some favorite songs from the Muny's 1989 season in Forest Park. Tamara led the audience in a sing along of "Day by Day" from the upcoming Muny production of *Godspell.* The appearance was part of the Muny Troupe's educational programming, funded by a grant from the Arts and Education Council.

Laurie Stidem received a first place award for a wood crafted crane at the annual St. Louis Industrial Arts Technology Association Competition.

Ron Ramey and **Andrew Patania** are among the featured performers in a series of one-act plays, *If Only I Could Play,* presented at "The Other Fox—The St. Louis Coffee House Stage." Ron also had the lead in the school's production of *I'm Not Rappaport* presented at the Sheldon.

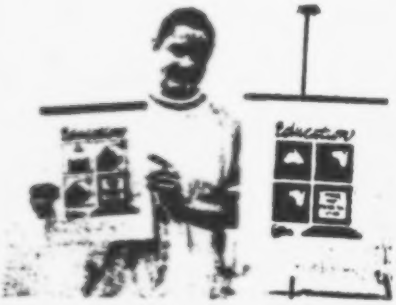
Honors Art

Breeden

Paul Breeden and **Peter VanDerTuin** are both named National Award winners in the 1989 Scholastic Art Awards Competition. Their work will be included in the Scholastic National Student Art Exhibition in Boston this summer. More than 150,000 entries were received on the regional level, with more than 25,000 advanced to the National Judging in New York. Of these, 500 were selected as National Winners. Paul received his medal for printmaking; Peter received a medal for printmaking and one for jewelery and metalsmithing. Additionally, the Honors Art Program received a citation from Scholastic, Inc. Paul's print was featured in the May issue of *Scholastic Literary Cavalcade.*

VanDerTuin

Peter VanDerTuin received the second place Alice Hunter Annual Prize in the St. Louis Artists' Guild Young Artists' Competition. **Paul Breeden** received the 1989 Summer or Fall Scholarship to the School of Fine Arts, Washington University, in the same competition. **Teresa Redden** received an honorable mention. **Andrew Noll** and **Bethany Nagy** had artwork accepted for the show.



Nagy

Bethany Nagy was the winner in a design contest sponsored by the Educational Exhibits Committee of the 1989 V.P. Fair. Her design will be used throughout the Educational Exhibits Area of the fair. She also placed second in the Poster Contest to commemorate the 225th Anniversary of St. Louis' Founding and was the winner of the design contest for the St. Louis Public Schools Annual All-City Student-Parent Recognition Program. She is the recipient of the St. Louis area scholarship to the Kansas City Art Institute.

Suzanne Keller was a portfolio semi-finalist in the annual Washington University High School Art Competition. **Douglas Goodwin, Teresa Redden, Bradley Reece** and **Chris Reynolds** also had work accepted into this show.

Paul Breeden, Douglas Goodwin, Suzanne Keller and **Elisa Landrum** had work selected for exhibition at the 1989 Southern Illinois University-Edwardsville High School Competition.

Chris Reynolds received honorable mention in the Musee de Noel Juried Art Competition. **Elisa Landrum** had artwork selected for use in the *Post-Dispatch* 100 Neediest Cases Campaign.

Honors Music

Ron Ramey won a solo award for his performance in the 1988 regional festival competition at Southern Illinois University- Edwardsville. The Honors Music ensemble received a top rating at this competition and also received a number one rating at the 1989 regional competition at Cape Girardeau.

Naval Junior ROTC/Kennard

Among the members of the top company, C-Company, are **John Bradley, Tonet Stout, Lori Blassingame, Michael Rayborn, Mark Nolting, Andromedah Aaten, Paul Thoren, Alex Cornejo, Christine Chiapelas, Scot Haywood, Ashley Murphy, John Love, Kevin McCullough, Clarence Hasenbeck** and **Chris Nappier. Christine Chiapelas, Scot Haywood** and **Ashley Murphy** are members of the top platoon, C-4. The school was once again designated a Honor Unit following their annual inspection by the Navy.

Pruitt Military Middle School

Audrey Deloney, Ben Britt and **Matthew Winberry** were ribbon winners at the 42nd Greater St. Louis Science Fair.

Visual and Performing Arts Middle/Humboldt

Timothy Price auditioned for and won the tenor solo part in the New York opera "Malcom X." He will portray Malcom X as a child. He is a student in **Lillian E. Campbell's** concert choir class.

Jason Baker was a blue ribbon winner at the 42nd Greater St. Louis Science Fair.

Visual and Performing Arts Middle/Marquette

Scott Meyer was a blue ribbon winner at the 42nd Greater St. Louis Science Fair.

Classical Junior Academy/Enright

Award winners in the Classical Junior Academy Science Fair include **Devin Williams, Aaron Miller, Adam Horky, Elizabeth Morris, Andrea Lewis, Sean Vance, Ben Harris, Richard Rios** and **Christopher Bradley. Ben Harris** was also a ribbon winner at the 42nd Greater St. Louis Science Fair.

Christopher Bradley was a solo performer at a recent musical. **Adam Horky** read a poem he had written about Dr. Martin Luther King, Jr., to the entire school as part of the King holiday celebration.

Individually Guided Education/Woerner

Learning origami, from left, teacher Melanie Foster, Danielle Bell, Kimino Mitani and transfer student Melissa Ledbetter.

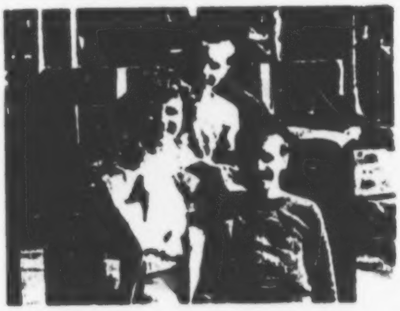
Students and faculty at the Individually Guided Education Magnet School at Woerner are being introduced to the cultural arts and customs of Japan by **Kimino Mitani**, a participant in the Japanese School Internship Program.

In addition to learning about the American education system, Kimino, who is the guest of teacher **Melanie Foster**, will improve her English language skills, absorb American culture and become a more valuable employee when she returns to Japan.

Students and faculty are learning about calligraphy, orgami, Ikebani, martial arts, the tea ceremony and more. Dr. Rejesta Perry is the principal at Woerner.

John Kelly was an audio visual helper at the recent school Career Fair.

Investigative Learning Center/Stix



There were plenty of smiles for transfer mom **Dorothy Lucey** and sons **John** and **Michael** as the new playground equipment was dedicated at Stix Investigative Learning Center. Dorothy spearheaded the fundraising drive that made possible the purchase and installation of the equipment. Photos of the special guests at the dedication ceremony appear elsewhere in *The Volunteer.*

Visual and Performing Arts Center/Shaw

Jennifer Walsh won first place in the third grade division of the "Operation Brightside" poster contest.

VALLEY PARK

Valley Park High School

Elmaria Dinkins has been elected treasurer of the Student Council for the coming school year.

Seventh and Eighth Grade Center

Drummond Riles and **Free Russell** were among the students responding to the death of former Harlem Globetrotter Sam "Boom Boom" Wheeler, who as a staff member of the St. Louis County Department of Parks and Recreation, had recently visited with students as part of a drug awareness program.

Magnet Student Takes Top Honors at Science Fair

Kris Simmons, a senior at the Academy of Math and Science took top honors at the 42nd Greater St. Louis Science Fair. His sophisticated computer program that uses advanced geometry to draw landscapes on the screen of a desktop computer earned him a blue ribbon in the Honors Division Physical Science, a $7,000 scholarship from the Monsanto Co. and numerous other awards.

Kris who transfers to the Academy from south St. Louis County spent three years developing the program, called "Fraczoom." It uses fractal geometry to draw three-dimensional landscapes on a computer screen. When Fraczoom is fed topographic data from real terrain, it can draw more accurate images than most programs currently available can do, he explained.

Conventional programs rely on Euclidean geometry, or straight lines and smooth curves. Fractal geometry, Kris explains, offers a more accurate representation of the real world. Fractals can describe patterns that repeat on ever-smaller scales, like those in the rocks, hills and peaks of a mountain range.

Kris intends to market his copyrighted program and accompanying manual to colleges and the armed forces.

In addition to the Honors Division Awards, Kris' project received the American Society/Photogrammetry Award, the American Mensa of St. Louis Award, the Center for Science and Technology Award, the Inventors Association of St. Louis Award, the National Council of Teachers of Math Certificate and the University of Missouri-Rolla Alumni Association Award.

Office Automation Arrives

by Roger Thompson
VICC Data Manager

The 1988-89 school year has been an exciting and busy one for the VICC Data Processing office. Office automation has finally arrived.

VICC has installed a NOVELL network that allows distributed access to all office staff. The heart of the network is an IBM compatible 386 computer with 4 million bytes of memory and approximately 310 million bytes of disk storage.

Tied to the 386 are 16 IBM compatible PC's and six printers. From any computer in the office a person can access the data bases and print reports on any of the six printers. Inter-office messages, mail peripheral sharing, desktop publishing, word processing and spreadsheets are also available.

An abundance of data must be maintained on each student in the transfer program. Some of the data base items VICC maintains are, for both city to county and county to city, applications, enrollment, bus violations, bus suspensions, school suspensions, special education enrollment, extra-curricular involvement, withdrawal analysis, test scores, attendance, grade point averages, credits earned, scholarships and awards. VICC also maintains records for recruitment, student counseling, budget and accounts payable.

VICC currently has more than 11,000 enrolled students in the county districts and more than 650 students enrolled in city schools. There are an additional 7200 inactive students on which VICC maintains data. In fact, VICC maintains data on more students than are enrolled in many of the participating districts.

VICC is curently working on plans which will allow the districts to access the VICC network and will also allow VICC to access the district data that pertains to voluntary transfer students. This will help eliminate the vast amount of paper that currently flows between VICC and the school districts.

VICC has established an electronic transfer of extracurricular activities and year-end data surveys with the Parkway School District. VICC is also working with the State of Missouri Voluntary Transportation Office to allow electronic transfers between transportation, the county districts and VICC.

In time, VICC intends to have an electronic tie with all the school districts to provide the most efficient, accurate and timely exchange of necessary data on transfer students.

Magnet Principal Receives National Arts Education Award

Artie V. Whitmore, principal of the Shaw Visual and Performing Arts Center, is a 1989 winner of the Kennedy Center/Alliance for Education School Administration Award.

He is one of ten educators to receive the award at the convention of the National Association of Elementary School Principals in Atlanta, Ga. The award is presented annually to administrators who have supervised exemplary programs in visual and performing arts, actively advocated advancement of the arts in schools and the community and demonstrated strong leadership and school-community rapport.

Whitmore was recommended for the award by the staff of his school and formally nominated by the Missouri Alliance for Arts Education.

A resolution by the Board of Aldermen of the City of St. Louis commended him on this honor.

Volunteers Needed for Enrichment Project

The Rev. Robert Tabscott, as part of a local black history enrichment project supported by the Danforth Foundation, and the Voluntary Interdistrict Coordinating Council (VICC) are looking for 25 volunteers interested in conducting black history classroom presentations to students in grades kindergarten through nine during the 1989-90 school year.

"This past year, Rev. Tabscott's presentations were so well received," explained Dr. Susan Uchitelle, executive director of the VICC, "that we decided to expand so that more schools could take advantage of it." Classroom teachers, retired teachers, school building administrators, storytellers, actors and others who have teaching or presentation skills are needed for the project. A one week training session will be held in June for those chosen to participate. Classroom teachers must receive authorization from their school district to participate in the program and will be expected to do presentations each month outside of their school district.

For more information, or an application, please call Daphne Walker at the VICC office, 432-0079.

County Meets City

Simulated jet fighter flights, weather forecasting and glider plane contests were among the activities sixth grade students from Ronald McNair School in University City engaged in during their visit to Williams Middle School in the city.

Williams is a school of emphasis with a concentration on aerospace education. The McDonnell-Douglas Corporation is an active partner in bringing aerospace-related instruction and activities to Williams' students.

Clay W. Gerdine, air traffic control specialist with the Federal Aviation Administration, is shown above with students and the flight simulator. Douglas Russell, a teacher at Williams, is show below helping students prepare for the glider plane contests.

Red Letter Day for Stix!

Some special guests were on hand to help students, faculty and parents at Stix Investigative Learning Center in St. Louis dedicate the new playground equipment purchased with funds raised by the Parent Teacher Organization.

Mayor Vincent C. Schoemehl participated in the ribbon cutting ceremony, praising "the parents who pitched in to make this an excellent school." He added that it is the "people who make our schools work," and then delighted the students by being one of the first to try out the new slide.

Fredbird and Dr. Ted Savage of the St. Louis Baseball Cardinals were also on hand for the special ceremonies.

Stix Principal Marian Cotter noted that $4,500 was raised for the purchase through three major fund raisers by the PTO under the leadership of Dorothy Lucey, pictured at left.

New Video Focuses On Transfer Program

A new video, "The Winds of Change," designed to promote greater understanding of the challenges faced by city students who attend school in St. Louis county under the voluntary student transfer program, is now available for loan from the Voluntary Interdistrict Coordinating Council (VICC).

"The Winds of Change," which was produced by Neff Productions in cooperation with the VICC office, provides a personal portrayal of three city students currently in the program. VICC undertook the project in an effort to help county residents and educators who know little about the scope and realities of St. Louis' unique program.

"We hope that every teacher who works with voluntary transfer students has the opportunity to view the video," said Susan Uchitelle, executive director of the VICC.

Copies of the 15-minute video may be borrowed by calling the VICC office at 432-0079.

Magnet School Video Wins National Award

A 12-minute video about the St. Louis Magnet Schools has won an award from the National School Public Relations Society.

The video, "Journey into the Future," was a cooperative effort by the Voluntary Interdistrict Coordinating Council (VICC), the public affairs division of the St. Louis Public Schools and Neff Productions. It won the Golden Achievement Award for outstanding public relations projects.

Copies of the video, which highlights some of the unique educational opportunities available in the magnet schools, can be borrowed from the VICC by calling 432-0079, the St. Louis Recruitment and Counseling Center by calling 771-4500, and public libraries in both the city and the county. Copies of the video are also available for loan from eligible public schools in St. Louis county.

Six Teachers Honored By Urban League

Six area teachers were recently honored as the first recipients of the Urban League's Teacher Appreciation Award.

Awards were presented to **Constance Rice** of Armstrong School in Hazelwood, **Annie White** of the Visual and Performing Arts magnet school at Shaw, **Cheryl Ward** of the Mason Investigative Learning Center magnet school, **Karla Roberts** of Parkway East Junior High, **Janet Barkley** of Parkway West Senior High and **Jennifer Jackson** of Soldan High School in St. Louis.

Runners up included **Donna Kimbo** of Harrison Elementary School in St. Louis, **Emily Brown** of Williams Branch in St. Louis, **William Jeffries** of Grant Middle School in St. Louis, **Karen Turner** of the Visual and Performing Arts magnet school at Humboldt, **Mardella Harris** of Hazelwood East High School and **Mavis Hughes** of Berkeley High School in the Ferguson-Florissant School District.